

MONTANA PARTNERSHIP FOR EARLY LITERACY

Evaluation Report of Implementation from September 2010 – August 2011

August 2011



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CREATING STRONG
SCHOOLS & COMMUNITIES

Montana Partnership for Early Literacy

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August 2011

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EXECUTIVE SUMMARY

Overview

The *No Child Left Behind Act of 2001* added a new reading initiative to the *Elementary and Secondary Education Act*—the Early Reading First program. It addresses the concern that many children enter kindergarten without the necessary literacy foundation to enable them to succeed in school. In fall 2009, the United States Department of Education awarded an Early Reading First grant to the Montana Office of Public Instruction (OPI) to implement the *Montana Partnership for Early Literacy* (MTPEL). OPI planned on implementing MTPEL in 23 classrooms, located in five sites throughout Montana, from January 2010 through May 2012. MTPEL has four goals:

1. All participating children will graduate with high achievement levels in language, phonological awareness, alphabet knowledge, print awareness, and classroom skills necessary to participate effectively in elementary school and to become proficient at reading.
2. All classrooms will contain the materials (instructional, play) and spatial arrangements (e.g., centers) that will support the development of children's language and early literacy skills.
3. All teachers will achieve high levels of instructional proficiency with research-based practices through timely, targeted, sustained, and intensive professional development on children's acquisition and use of language, phonological awareness, alphabet knowledge, and print awareness. Teachers' instructional proficiencies are applied both to (1) children making satisfactory progress, and (2) children for whom progress monitoring identifies the need for intervention in a Response to Intervention (RTI) process.
4. All children and families will transition successfully into K-3 programs aligned with scientifically based reading research (SBRR).

To attain these goals, MTPEL combines two SBRR programs—*Opening the World of Learning* (OWL) and *Language for Learning* (LFL). These two curriculums form the core reading program (Tier I) in which all children participate. Based on a RTI model, children not performing at anticipated levels receive additional supports in Tier II or Tier III.

The RTI model is supported by the administration, analysis, interpretation, and use of data from a variety of screening, progress-monitoring, and outcome assessments, including the *Peabody Picture Vocabulary Test 4* (PPVT), *Test of Preschool Early Language* (TOPEL), *Phonological Awareness Literacy Screening* (PALS), and *Get it, Got it, Go!* Additional data on the classroom environment and instruction are gathered from the administration of the *Early Language and Literacy Classroom Observation* (ELLCO) and the *Classroom Assessment Scoring System* (CLASS).

In conjunction with a comprehensive educational program in the classroom, additional programming is available to increase MTPEL children's preparedness for reading and kindergarten. Family members are invited to participate in parent literacy events that aim to improve parents' ability to communicate with their children, build language, and support their children at home. In addition, MTPEL works through the preschool centers to strengthen activities around the transition of children to kindergarten, and with the local education agencies to ensure alignment exists between the preschool and kindergarten curriculums.

Attention is also focused on improving the English language acquisition of MTPEL's English language learners (ELLs) who are primarily members of American Indian tribes and who attend school in an area on or near an American Indian reservation. In addition to participating in instruction in a culturally responsive classroom, MTPEL staff members are trained in *Structured English Immersion*, a program that incorporates principles of *Specifically Designed Academic Instruction in English*. A second population targeted in the grant is special needs children; implementation of the RTI model addresses this focus.

An array of professional development opportunities, including summer and winter institutes, site-based training, coaching, professional learning communities, undergraduate/graduate coursework, and portfolio development, are provided to MTPEL teachers, coaches, center directors, teacher assistants (TAs), and parents.

In fall 2010, OPI contracted with Education Northwest to provide a comprehensive evaluation of MTPEL. The evaluation addresses the extent to which implementation of its Early Reading First grant enabled it to meet its goals. The evaluation relies on a mix of methodologies to answer the evaluation questions. These include the analysis of child assessment and classroom observation data, classroom observations, the administration of surveys and staff member interviews, and document review.

Participation

From fall 2010, and continuing through August 2011, at least 70 teachers, TAs, coaches, and center directors participated in MTPEL, across five sites and 25 classrooms. These center staff members interacted with at least 415 children enrolled in MTPEL classrooms from September 2010 through June 2011. The majority of these children will attend kindergarten in fall 2011 (62%); almost half of the children were American Indian (47%) and 15 percent received special education services. Two-thirds of the children (n=262) were identified as participating continuously from September through May/June (as evidenced by having fall and spring test scores).

To What Extent Did MTPEL Accomplish Its Goals?

The following summarizes achievements in grant implementation.

MTPEL used Early Reading First funding to support staffing, professional development/training, and materials.

The project used four staff members to fulfill five roles—a Project Director who oversaw all aspects of the grant; two Early Reading First Specialists who provided professional development and technical assistance to all teachers, teacher assistants (TAs), coaches, and center directors; a Data Coordinator who was responsible for overseeing the team that administered the child assessments and classroom observation protocols; and a Family Coordinator who was responsible for implementing the family literacy and kindergarten transition plans. Assisting these four staff members were hired consultants who also provided professional development and technical assistance. Together, these staff members supported professional development offered off-site at institutes and center director and coach meetings, and on-site through coaching from Early Reading First Specialists and consultants.

In addition to the MTPEL staff members and consultants, five center coaches worked with center directors and with teachers and TAs in their classrooms. Coaches supported staff members by leading

staff and coaching meetings, assisting in the classroom, and conducting formal and informal classroom observations.

Early Reading First funds continued to provide SBRR curriculums for implementation in 25 extended-day classrooms throughout the 2010–2011 preschool year, as well as family literacy kits for the 400+ children receiving instruction in the program.

MTPEL provided professional development content in a variety of areas.

From fall 2010 through August 2011 MTPEL offered professional development content in a variety of areas. These included:

- Curriculum implementation of OWL and LFL and the development of cultural break units
- RTI, and data collection, analysis, and use by teachers to inform instruction and grouping, and by coaches to inform coaching and the development of teacher portfolios
- Phonological and phonemic awareness, oral language development, and vocabulary
- *Teaching with Poverty in Mind*
- Family literacy and *Dialogic Reading*
- Kindergarten transition

Center directors and coaches also received professional development on instructional leadership and conducting walk-throughs, coaching, and roles and responsibilities. Teachers and coaches learned about working with young children regarding child development and meeting a child's socio-emotional needs. They also learned about behavior management and positive guidance. The needs of ELLs and children receiving special education services were also addressed.

MTPEL participants attended professional development that would allow them to attain the high levels of instructional proficiency required for children to effectively participate in elementary school and become proficient in reading.

Through off-site and on-site professional development formats, a significant amount of professional development was provided. The vast majority of teachers participated in the summer and winter institutes and many TAs participated in the summer institute. Coaches and center directors also attended these institutes, as well as additional meetings in Great Falls geared specifically towards them. In addition, on-site coaching reinforced and supported implementation of the professional development provided off-site. Early Reading First Specialists, consultants, and center coaches worked weekly, and, at times, daily, with teachers and TAs, in and out of their classrooms. On average, teachers were visited in their classrooms five times per month; the vast majority of these visits were conducted by coaches, followed by consultants, center directors, and Early Reading First Specialists. Overall, the professional development was well-received by the participants.

Families were supported to assist their children to effectively participate in elementary school.

MTPEL staff members worked with center staff members to support and enhance the family involvement activities already provided at their sites. MTPEL encouraged parents to participate in classroom activities, field trips, and family literacy events offered during and after the preschool day. At these events, family literacy kits were distributed to support parents in their efforts to teach their children at home. In addition to these family literacy events, progress was made in strengthening communication

between preschool staff members and those on the staffs of receiving elementary schools. Through implementation of the MTPEL Kindergarten Transition Plan, principals and kindergarten teachers were introduced to the MTPEL program. In addition, some parents participated in a kindergarten orientation and/or met their child's kindergarten teacher.

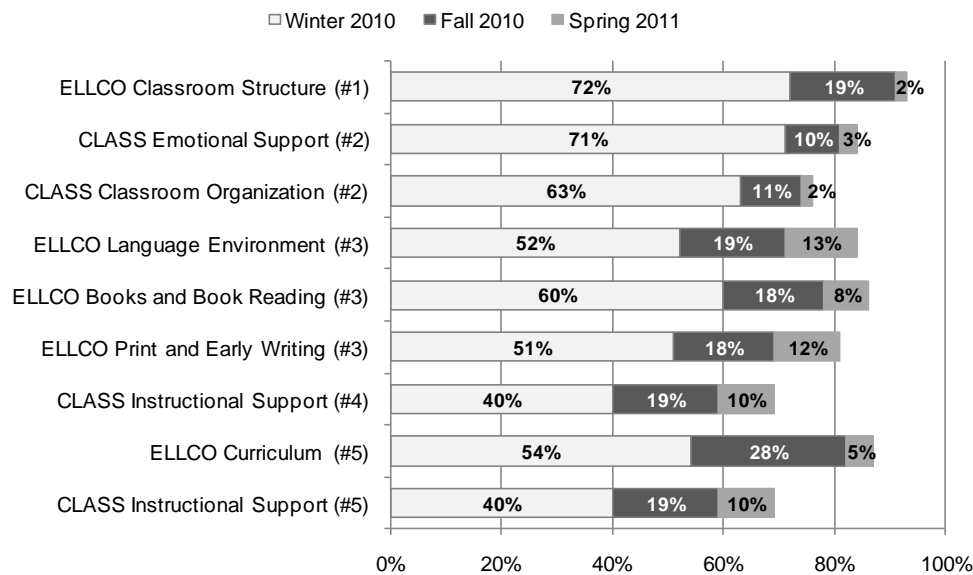
Teachers are on their way to achieving high levels of instructional proficiency with research-based practices, and classrooms are on their way to containing the materials (instructional, play) and spatial arrangements (e.g., centers) that will support the development of children's language and early literacy skills.

MTPEL is making progress helping participating teachers incorporate six standards of effective teaching practice into their teaching repertoire. Analyses of ELLCO and CLASS observation data (data used to evaluate growth in these areas) showed that from winter 2010 to spring 2011 growth occurred in five areas:

1. Teachers are establishing rich and engaging physical learning environments (ELLCO Classroom Structure).
2. Teachers are supporting children's abilities to attend to instruction, persist with difficult tasks, cooperate with peers and adults, and use language to solve problems (CLASS Emotional Support and Classroom Organization).
3. Teachers are supporting the development of young children's language and early literacy skills throughout the day, using intentional, playful, and engaging instruction (ELLCO Language Environment, Books and Book Reading, and Print and Early Writing).
4. Teachers are supporting the development of young children's higher order thinking skills, understanding of the world, and the way things work (CLASS Instructional Support).
5. Teachers are creating environments and differentiated instructional opportunities that meet the needs of diverse learners (ELLCO Curriculum and CLASS Instructional Support).

This progress is displayed in Figure ES-1, which shows the percentage of the total score for each measure attained by the project in winter 2010 and subsequent gains from winter 2010 to spring 2011.

Figure ES-1



Progress on Attaining Five Standards of Teacher Practice, Changes in ELLCO and CLASS Data

This year, significant growth was made in eight dimensions of the CLASS and ELLCO. Classroom scores increased in the areas of Extended Conversations, Efforts to Build Vocabulary, Quality of Feedback, Language Modeling, Books for Learning, Approaches to Book Reading, Support for Children’s Writing, and Concept Development.

Interview data were used to evaluate the sixth standard:

- Teachers use information and data from a variety of sources to understand children’s instructional needs and to improve teaching and learning for young children.

Early Reading First Specialists reported that there was a strong focus in professional development this year to help teachers understand the data from the classroom observations and use it to change their practices in the classroom. Furthermore, center coaches reported that teachers were using assessment and progress-monitoring data, “data templates,” and “gains charts” to inform instruction for the children in their classrooms.

Teachers’ instructional proficiencies are being applied both to children making satisfactory progress, and children for whom progress monitoring identifies the need for intervention in a Response to Intervention (RTI) process.

A strong foundation for providing Tier 1 instruction has been supported, and, according to coaches, teachers have been successful in implementing OWL and LFL. Teacher’s instructional proficiencies were being applied to children making satisfactory progress, as, in most assessments, the vast majority of the children who were at benchmark in the fall were also at benchmark in spring. Likewise, teacher’s instructional proficiencies were being applied to children identified for intervention in a RTI process, as, in most cases, at least two-thirds of the children not meeting benchmark in the fall, found success by spring.

Results from the achievement gap analyses indicate that MTPEL was successful in closing the achievement gap for children receiving special education services. American Indian children continued to fall further behind their white peers in the areas of oral language, print knowledge, phonological awareness, name writing, upper-case alphabet recognition, and letter sounds skills.

Many participating children graduated with high achievement levels in language, phonological awareness, alphabet knowledge, print awareness, and classroom skills necessary to participate effectively in elementary school and to become proficient at reading.

According to analyses of PPVT, PALS, and TOPEL child assessment data, the majority of children age-eligible to attend kindergarten in *fall 2011* met benchmark in the areas of receptive language (85%), expressive language (89%), phonological awareness (77%), print knowledge (70%), upper-case letter recognition (72%), knowledge of letter sounds (76%) and name-writing ability (85%).

Children age-eligible to attend kindergarten in *fall 2012*, had more variable progress. While the majority of these children met benchmark in the areas of receptive and expressive language (69% and 72%, respectively), fewer were doing so in the areas of print knowledge (57%), phonological awareness (55%), knowledge of letter sounds (41%), name-writing ability (29%), and upper-case letter recognition (24%).

It is unknown if the children and families who participated in MTPEL in the 2009–2010 school year transitioned successfully into K-3 programs aligned with SBRR.

During the second year of grant implementation, the kindergarten transition plan was not fully implemented. However, four of six factors identified in the grant that increase the likelihood of a child having a successful kindergarten transition have been achieved:

1. Children like school and look forward to going.
2. Children show steady growth in academic skills.
3. Parents and families are involved in their children's education.
4. Parents trust teachers to understand their children's needs and they value their efforts to promote their children's education.

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Thanks are also extended to Kari Nelsestuen and Margaret Gunn at Education Northwest. Kari provided feedback on the final report, while Margaret ensured that all of the surveys were posted, entered survey data into spreadsheets and tables, made figures, proofread, and formatted the report.

Without the assistance of all of the above individuals, this report would not have been possible.

Thank you.

Angela Roccograndi

CHAPTER ONE: INTRODUCTION

Early Reading First

The *No Child Left Behind Act of 2001* (NCLB) added a new reading initiative to the *Elementary and Secondary Education Act*—the Early Reading First program. Early Reading First addresses the concern that many children enter kindergarten without the necessary literacy foundation to enable them to succeed in school. It is an initiative to create early childhood centers of excellence that prepare young children from low-income families to be successful in their future learning and to prevent reading difficulties. As cited in NCLB, the mission of Early Reading First is “to ensure that all children enter kindergarten with the necessary language, cognitive, and early reading skills for continued success in school.”

Early Reading First has four program goals:

1. To support local efforts to enhance the early language, literacy, and pre-reading development of preschool-age children—particularly those from low-income families—through strategies and professional development that are based on scientifically based reading research (SBRR)
2. To provide preschool-age children with cognitive learning opportunities in high-quality language- and literature-rich environments so that the children can attain the fundamental knowledge and skills necessary for optimal reading development in kindergarten and beyond
3. To demonstrate language and literacy activities, based on SBRR, that support the age-appropriate development of:
 - Oral language (vocabulary, expressive language, listening comprehension)
 - Phonological awareness (rhyming, blending, segmenting)
 - Print awareness
 - Alphabetic knowledge
4. To use screening assessments to effectively identify preschool-age children who may be at risk for reading failure

Montana Partnership for Early Literacy

In fall 2009, 28 Early Reading First grants were awarded by the United States Department of Education. One such grant was awarded to the Montana Office of Public Instruction (OPI) to implement the *Montana Partnership for Early Literacy* (MTPEL) in 23 classrooms, located in five sites throughout Montana, from January 2010 through May 2012. MTPEL has four goals:

1. All participating children will graduate with high achievement levels in language, phonological awareness, alphabet knowledge, print awareness, and classroom skills necessary to participate effectively in elementary school and to become proficient at reading.
2. All classrooms will contain the materials (instructional, play) and spatial arrangements (e.g., centers) that will support the development of children’s language and early literacy skills.
3. All teachers will achieve high levels of instructional proficiency with research-based practices through timely, targeted, sustained, and intensive professional development on children’s acquisition and use of language, phonological awareness, alphabet knowledge, and print awareness. Teachers’ instructional proficiencies are applied both to (1) children making

satisfactory progress, and (2) children for whom progress monitoring identifies the need for intervention in a Response to Intervention (RTI) process.

4. All children and families will transition successfully into K-3 programs aligned with SBRR.

To attain these goals, MTPEL combines two SBRR programs—*Opening the World of Learning* (OWL) and *Language for Learning* (LFL). These two curriculums form the core reading program (Tier I) in which all children participate. Based on a RTI model, children not performing at anticipated levels receive additional supports in Tier II. A third tier of instruction is also available to children who continue to struggle. Children who participate in Tier III instruction receive additional services from specialists and teachers in the classroom.

The RTI model is supported by the administration, analysis, interpretation, and use of data from a variety of screening, progress-monitoring, and outcome assessments, including the *Peabody Picture Vocabulary Test 4* (PPVT), *Test of Preschool Early Language* (TOPEL), *Phonological Awareness Literacy Screening* (PALS), and *Get it, Got it, Go!* Additional data on the classroom environment and instruction are gathered from the administration of the *Early Language and Literacy Classroom Observation* (ELLCO) and the *Classroom Assessment Scoring System* (CLASS). This information assists early reading specialists, consultants, and coaches in their work supporting teachers in creating developmentally appropriate and print-rich classroom environments.

In conjunction with a comprehensive educational program in the classroom, additional programming is available to increase MTPEL children's preparedness for reading and kindergarten. Family members are invited to participate in parent literacy events that aim to improve parents' ability to communicate with their children, build language, and support their children at home. In addition, MTPEL works through the preschool centers to strengthen activities around the transition of children to kindergarten, and with the local education agencies to ensure alignment exists between the preschool and kindergarten curriculums.

Attention is also focused on improving the English language acquisition of MTPEL's English language learners (ELLs) who, primarily, are members of American Indian tribes and who attend school in an area on or near an American Indian reservation. In addition to participating in instruction in a culturally responsive classroom, MTPEL classroom staff members are trained in the *Structured English Immersion*, a program that incorporates principles of *Specifically Designed Academic Instruction in English*. A second population targeted in the grant is children with special needs. Implementation of the RTI model addresses this focus.

A broad array of professional development opportunities, including summer and winter institutes, site-based training, coaching, professional learning communities, undergraduate/graduate coursework, and portfolio development are provided to MTPEL teachers, coaches, center directors, teacher assistants (TAs), and parents.

Evaluation and Methods

In December 2009, OPI contracted with Education Northwest, in Portland, Oregon, to provide a comprehensive evaluation of MTPEL in order to assess the extent to which implementation of its Early Reading First grant enabled it to meet its stated goals. This contract was renewed in fall 2010 to evaluate the second year of grant implementation (September 2010–August 2011).

The evaluation relies on a combination of methodologies—using existing measures (some for which validity and reliability are well-established) and creating additional instruments—to answer the evaluation questions. Table 1-1 displays the MTPEL logic model and evaluation questions and methodologies. It is followed by a short description of each data collection method, the extent to which data were collected during the second year of implementation, and notes on analyses.

Table 1-1 MTPEL Logic Model and Data Collection Methods

LOGIC MODEL								Data Collection Methods										
								Evaluation Questions					Survey				Interview	
INPUT	Early Reading First funding supports staffing (Director, Early Reading First Specialists, Data Manager, Family Coordinator, Consultants, Coaches), professional development/training, and materials.							Document Review	Classroom Observations	Analysis of Child Assessment Data	Staff Satisfaction	Teacher Knowledge	Parent Survey	Kindergarten Teacher	Parent Reading Belief	MTPEL Staff Members	MTPEL Coaches	
	Participants																	
	Early Reading First Supported Professional Development and Training	Pre-School Teachers	Coaches	Directors	Teacher Assistants	Parents	Kindergarten Teachers											
	• Summer Institute	x	x	x	x													
	• Winter Institute	x	x	x														
	• Center Director/Coach Mtgs		x	x														
	• Coaching (Coaches)	x			x													
	• Coaching (Specialists)	x	x	x	x													
	• Coaching (Consultants)	x	x		x													
	• Professional Learning Community	x	x	x	x													
	• Reflection/Portfolio	x	x															
	• College/University Credit	x			x													
	• Parent Workshops					x												
• Countdown to Kindergarten					x	x												
OUTPUT	Knowledge, Skills, and/or Classroom Environments Improve. Specifically:																	
	(1) All teachers will achieve high levels of instructional proficiency with research-based practices through timely, targeted, sustained, and intensive professional development on children's acquisition and use of language, phonological awareness, alphabet knowledge, and print awareness. Teachers' instructional proficiencies are applied both to (a) children making satisfactory progress, and (b) children for whom progress monitoring identifies the need for intervention in a Response to Intervention process.								x	x						x	x	
OUTPUT	AND																	
	(2) All classrooms will contain the materials (instructional, play) and spatial arrangements (e.g., centers) that will support the development of children's language and early literacy skills.									x						x	x	
OUTCOME	All participating children will graduate with high achievement levels in language, phonological awareness, alphabet knowledge, print awareness, and classroom skills necessary to participate effectively in elementary school and to become proficient at reading; and all children and families will transition successfully into K-3 programs aligned with scientifically based reading research.																	
										x								

Document Review

A number of documents were reviewed to obtain data regarding:

- **Professional development/training content.** Agendas and materials that document the content of professional development/training activities provided to MTPEL participants (coaches, teachers, TAs, and center directors) were forwarded to Education Northwest during the program year.
- **Professional development/training attendance.** Attendance sheets were collected from the summer and winter institutes, as was MTPEL's Record of Classroom Support documentation, to track attendance at both off-site and on-site training opportunities.

Classroom Observations

- **Administration** of the CLASS and ELLCO in participating classrooms in fall 2010 and spring 2011 documents the extent to which teacher instructional practices and classroom environments change as a result of teacher participation in MTPEL professional development. Members of the MTPEL assessment team administered the CLASS and the ELLCO in 23 classrooms in the fall and 24 classrooms in the spring. These data were forwarded to Education Northwest in spring 2011.

The CLASS includes three domains—Emotional Support, Classroom Organization, and Instructional Support—with a total of 10 dimensions. After an observation, each dimension is assigned a score of “1” to “7” (the score is the average score from four, twenty-minute observations); a “1” or a “2” is considered “Low,” a “3,” “4,” or “5” is considered “Mid,” and a “6” or a “7” is considered “High.” At the domain and dimension levels, means and standard deviations were calculated and t-tests were conducted.

The ELLCO has two subscales—General Classroom Environment, composed of the Classroom Structure and Curriculum domains, and Language and Literacy, composed of The Language Environment, Books and Book Reading, and Print and Early Writing domains. Each domain has dimensions, totaling 19 across the instrument. After an observation, a score of “1” through “5” is assigned to each dimension; a “5” is considered “Exemplary,” a “4” “Strong,” a “3” “Basic,” a “2” “Inadequate,” and “1” “Deficient.” The dimensions in each domain are totaled to obtain a domain score. At the domain level, means and standard deviations were calculated and t-tests were conducted. At the dimension level, the percentages of classrooms scoring “above basic,” “at basic,” and “below basic” on the ELLCO were calculated and the Wilcoxon sign test was used to determine differences in the percentages of classrooms in each category. (The Wilcoxon sign test was used on the five-point scale, not the collapsed, three-point scale.)

Analyses of fall CLASS and ELLCO data were submitted to MTPEL in November 2010. Results from analyses of fall and spring data are included in Chapter 4 and Appendix A.

Analysis of Child-Assessment Data

The development of early reading skills was measured in the MTPEL classrooms by the administration of the PPVT (receptive vocabulary), TOPEL (expressive vocabulary, phonological awareness, and print knowledge) and the PALS (alphabet knowledge and letter sounds). The Picture Naming task from Get it, Got it, Go! was also administered as a progress-monitoring tool for expressive language. Data from this assessment is not included in this report. In fall 2010 and spring 2011, the MTPEL assessment team administered the PPVT and TOPEL; teachers administered the PALS and Get it, Got it, Go!

Education Northwest worked with the data coordinator through the fall and winter and developed an Excel spreadsheet that automatically calculates standard scores from the PPVT and TOPEL raw data. The spreadsheet also automatically calculates the percentages of children scoring in three ranges—below average, average, and above average—on the PPVT, TOPEL and PALS, and provides a summary of project results and classroom-level reports. Because data were missing across pertinent fields necessary to calculate standard scores in the fall/winter, Education Northwest did not provide a fall data analysis report to MTPEL. Education Northwest received a complete file of student assessment data in mid-summer 2011 for analysis.

PPVT. The PPVT produces a raw score which is converted into a standard score. An average standard score on the PPVT is 100. Children receiving a score between 85 and 115 are considered “Average,” with those scoring between 85 and 99 “Low Average,” and those scoring between 101 and 115 “High Average.” Children scoring between 84 and 70, and below 70, are considered “Moderately Low” and “Extremely Low,” respectively; children scoring between 116 and 130, and above 130, are considered “Moderately High” and “Extremely High,” respectively. PPVT analyses include all children who were tested in fall 2010 and spring 2011 (i.e., children who participated from September through May); a total of 247 of the 415 MTPEL participants (60%) are included. McNemar’s chi-square was used to determine differences in the distributions of children in two categories of the PPVT—the percentage of children below and at or above a standard score of 90.

TOPEL. The TOPEL has three subtests—Definitional Vocabulary, Print Knowledge, and Phonological Awareness. Like the PPVT, the TOPEL subtests provide raw scores that are converted into standard scores, with an average of 100. The TOPEL standard scores place a child in one of three categories; a score above 110 is considered “Above Average,” a score from 90 to 110 is considered “Average,” and a score less than 90 is considered “Below Average.” The TOPEL also computes an Early Literacy Index (ELI), which is the sum of the three standard scores that is then standardized. The ELI has seven categories, three below “Average,” “Average,” and three above “Average.” TOPEL analyses include children who were tested on the three subtests in fall 2010 and spring 2011; a total of 232 of the 415 MTPEL participants (56%) are included. Similar to the PPVT, the percentage of children below and at or above a standard score of 90 were calculated.

PALS. The PALS contains eight tasks, three of which are administered in MTPEL classrooms—Name Writing, Upper-Case Alphabet Recognition, and Letter Sounds. The PALS provides a “Spring Development Range” (SDR) for four-year-old children who are preparing to start kindergarten. Children of this age are expected to score at least a “5” on the name writing rubric, to correctly identify at least 12 upper-case alphabet letters, and to correctly generate at least four letter sounds.

PALS analyses include children who were tested in fall 2010 and spring 2011 on each of the three PALS tasks. Analyses are conducted separately for children age-eligible to attend kindergarten in fall 2011 and

2012, respectively. A total of 147 children age-eligible to attend kindergarten in fall 2011 took the Name Writing task in the fall and spring; 72 took the Upper-Case Alphabet Recognition task in the fall and spring, and 147 completed the Letter Sounds task in the fall and spring (61%, 62%, and 61% respectively). A total of 72 children age-eligible to attend kindergarten in fall 2012 took the Name Writing and Upper-Case Alphabet Recognition tasks in the fall and spring, and 71 completed the Letter Sounds task in the fall and spring (49%, 49%, and 48%, respectively). McNemar's chi-square was used to determine differences in the distributions of children in two categories of the PALS—the percentage of children below and within/above the SDR on each task.

Results from these analyses are included in Chapter Five and Appendix B.

Surveys

A variety of surveys were administered to coaches, teachers, TAs, center directors, and parents.¹

- A Staff Satisfaction Survey was developed by Education Northwest. It addressed the quality and sufficiency of communications with MTPEL staff members; participation and usefulness of professional development, coaching, and working with specialists in the classroom; and oral listening comprehension. The Staff Satisfaction Survey was administered in spring 2011. A total of 45 staff members completed the survey—20 teachers (83% response rate), five coaches (100% response rate), four center directors (80% response rate), and 14 TAs (37% response rate). One teacher respondent was excluded because that teacher started in the program only a few days before the survey was administered. A copy of the survey and results from the analyses are included in Appendix C.
- The Teacher Knowledge Survey (Neuman & Cunningham, 2009) assessed teachers' level of knowledge in a variety of areas related to language and literacy in an early childhood educational environment. The Teacher Knowledge Survey was administered to teachers, coaches, center directors, and TAs in spring 2011. A total of 44 staff members completed the survey—20 teachers (83% response rate), four coaches (80% response rate), four center directors (80% response rate), and 13 TAs (34% response rate). One survey contained patterned responses; the survey was not included in the analysis. A copy of the instrument and results from the analyses are included in Appendix D.
- The Parent Reading Belief Inventory (DeBaryshe & Binder, 1990) assessed parents' attitudes towards reading and their involvement in the early education of their child. It was initially administered to parents of children participating in MTPEL in fall 2010. However not all parents completed the survey at that time; some continued to complete it though winter 2011. The survey was not administered again in spring 2011 because of lack of sufficient time between pre and post measures to reliably expect change to have occurred. A total of 53 parents completed the survey. A copy of the instrument and results from the analyses are included in Appendix E.
- A Parent Survey was developed that assessed parents' overall participation in several aspects of the grant and the extent to which they found the activities helpful. A total of 156 parents completed the survey. A copy of the instrument and results from the analyses are included in Appendix E.

¹ Spring flooding at the Fort Belknap sites may have prevented some surveys from being collected and sent to Education Northwest for analysis.

MTPEL Staff Member Telephone Interviews

In spring 2011, the 2010 telephone interview protocols for MTPEL staff members and center coaches were revised. Interview questions addressed areas of importance to each role with some overlap across content and roles. Topics included roles and responsibilities; assessments, progress monitoring, and RTI; professional development; curriculum and intervention materials; communication; cultural responsiveness; kindergarten transition; family involvement; and technology use. The four MTPEL staff members (Program Director, Early Reading First Specialists and Assessment/Kindergarten Transition Coordinator) and five center coaches were interviewed in May 2011. Copies of the interview protocols can be found in Appendix F.

Participation

Participation information was collected primarily through the administration of the Teacher Knowledge Survey to teachers, coaches, directors, and TAs, and during the administration of assessments to children participating in the project. Additional data came from the Staff Satisfaction Survey.

Sites and Classrooms

From January 2010 through spring 2011, the number of classrooms participating in the project increased (Table 1-2). In January 2010, 21 classrooms participated across five sites. In spring 2010, an additional classroom was opened in Great Falls Public; this occurred again in fall 2010. By spring 2011, one classroom at Fort Belknap was closed due to limited enrollment, but two additional classrooms opened in Hardin.

Table 1-2
MTPEL Sites and Classrooms

Site	January 2010	Spring 2010	Fall 2010	Spring 2011
Evergreen	2	2	2	2
Fort Belknap	7	7	7	6
Great Falls Head Start	8	8	8	8
Great Falls Public	2	3	4	4
Hardin	2	2	2	4
Total	21	22	23	24

Center Staff Members

Table 1-3 shows that, overall, the majority of center staff members (81%) were white. Just over half of center staff members (56%) had at least a bachelor's degree; TAs were less likely to have had at least four years of college (9%). Across all roles, about one in seven staff members (15%) had their Child Development Associate (CDA) credential (1 coach, 2 teachers, and 2 TAs did so). About one-third of all staff members (29%) had less than five years experience in early childhood education, 20 percent had between five and nine years of experience, 27 percent had between 10 and 14 years experience, and 24 percent had at least 15 years of experience; coaches and center directors tended to have more experience.

According to results from the Staff Satisfaction Survey, half of the staff members (49%) participating in spring 2011 had participated since January 2010. A third of staff members (33%) started after January

2010 but before the 2010–2011 preschool year. About one in six participants (18%) started during the 2010–2011 preschool year. The majority of coaches (80%) and directors (67%) and half of all teachers (50%) had participated since January 2010; half of all TAs began participation after January 2010, but before the start of the 2010–2011 preschool year. While staff turnover was spread proportionately across roles, the centers in Evergreen and Hardin experienced the most staff changes.

Table 1-3
Demographics of MTPEL Center Staff Members

	All Participants	Teachers	Coaches	Center Directors	TAs
N	43	20	4	4	12
Site					
Evergreen	14% (6)	5% (1)	25% (1)	25% (1)	17% (2)
Fort Belknap	12% (5)	15% (3)	0% (0)	0% (0)	0% (0)
Great Falls Head Start	19% (8)	20% (4)	25% (1)	25% (1)	17% (2)
Great Falls Public	33% (14)	40% (8)	25% (1)	25% (1)	33% (4)
Hardin	23% (10)	20% (4)	25% (1)	25% (1)	33% (4)
Race/Ethnicity					
American Indian	12% (5)	15% (3)	0% (0)	0% (0)	0% (0)
Hispanic	5% (2)	5% (1)	0% (0)	0% (0)	8% (1)
White	79% (34)	80% (16)	100% (4)	100% (4)	83% (10)
Multi-racial	5% (2)	0% (0)	0% (0)	0% (0)	8% (1)
Education					
High School	10% (4)	0% (0)	0% (0)	0% (0)	36% (4)
Some College	10% (4)	0% (0)	0% (0)	0% (0)	36% (4)
Associate	12% (5)	15% (3)	0% (0)	0% (0)	18% (2)
BA	56% (23)	85% (17)	50% (2)	25% (1)	9% (1)
MA	7% (3)	0% (0)	50% (2)	25% (1)	0% (0)
Other	5% (2)	0% (0)	0% (0)	50% (2)	0% (0)
CDA Credential	15% (6)	11% (2)	20% (1)	0% (0)	17% (2)
Experience in Early Childhood Education					
1st year	2% (1)	5% (1)	0% (0)	0% (0)	0% (0)
2-4 years	27% (11)	30% (6)	0% (0)	0% (0)	46% (5)
5-9 years	20% (8)	25% (5)	0% (0)	25% (1)	18% (2)
10-14 years	27% (11)	25% (5)	25% (1)	50% (2)	27% (3)
15-19 years	7% (3)	5% (1)	50% (2)	0% (0)	0% (0)
20+ years	17% (7)	10% (2)	25% (1)	25% (1)	9% (1)

Children

Table 1-4 shows that 415 children received some instruction in a MTPEL classroom from fall 2010 to spring 2011. The Fort Belknap site had the most children enrolled (35%), followed by Great Falls Head Start (29%). The Great Falls Public site enrolled 15 percent of MTPEL's children participants, Hardin enrolled 14 percent, and Evergreen enrolled 8 percent. The majority of MTPEL children (62%) would have turned five by September 11, 2011 and would have been age-eligible to attend kindergarten; the remaining children would be eligible to return to their MTEPL classroom for the 2011–2012 preschool year. The majority of children was male (58%) and did not receive special education services (85%). About half of MTPEL's child participants were American Indian. The Fort Belknap and Hardin sites had

the highest percentages of American Indian enrollment. The Evergreen and Great Falls Public sites had the highest percentages of children receiving special education services.

While just over 400 children participated in a MTPEL at one time or another during the 2010–2011 preschool year, fewer children participated for the whole preschool year (as evidenced by having both fall and spring assessment scores). Almost two-thirds of the MTPEL children (63%, n=262) participated for the nine months in which the program was implemented during the 2010–2011 preschool year.

Table 1-4
Demographics of MTPEL Children

	All Children	Children Age- Eligible to Attend Kindergarten in Fall 2011	Children Age- Eligible to Attend Kindergarten in Fall 2012
N	415	62% (242)	38% (149)
Site			
Evergreen	8% (31)	9% (22)	5% (8)
Fort Belknap	35% (143)	28% (67)	47% (70)
Great Falls Head Start	29% (122)	33% (79)	26% (38)
Great Falls Public	15% (60)	17% (42)	5% (8)
Hardin	14% (59)	13% (32)	17% (25)
Gender			
Female	42% (174)	40% (98)	46% (68)
Male	58% (241)	60% (144)	54% (81)
Race/Ethnicity			
American Indian ¹	47% (193)	41% (98)	58% (87)
White	40% (165)	48% (117)	26% (39)
Other/Missing	14% (57)	11% (27)	15% (23)
Eligible for Special Education Services			
No	86% (355)	85% (205)	90% (133)
Yes ²	15% (60)	15% (37)	10% (15)
Participated in Fall 2010 and Spring 2011 Assessment			
PALS Name Writing	55% (226)	61% (147)	49% (72)
PALS Upper-Case Alphabet Letters	55% (229)	62% (150)	49% (72)
PALS Letter Sounds	54% (225)	61% (147)	48% (71)
PPVT	60% (247)	69% (169)	49% (72)
TOPEL	56% (232)	69% (159)	45% (67)

¹ The majority of American Indian children were enrolled at the Fort Belknap (74%) and Hardin (16%) centers. The remaining American Indian children were at Great Falls Head Start (8%) and Great Falls Public (2%). There were no American Indian children enrolled at Evergreen. Of the children enrolled in each of the centers, Fort Belknap's American Indian enrollment was 99 percent, Great Falls Head Start's was 13 percent, Great Falls Public's was 7 percent, and Hardin's was 53 percent.

² The majority of children receiving special education services were enrolled at the Evergreen (32%) and Great Falls Public (25%) centers. The remaining children receiving special education services were at Great Falls Head Start (20%), Hardin (18%), and Fort Belknap (5%). Of the children enrolled in each of the centers, Evergreen's special education enrollment was 61 percent, Fort Belknap's was 2 percent, Great Falls Head Start's was 10 percent, Great Falls Public's was 25 percent, and Hardin's was 19 percent.

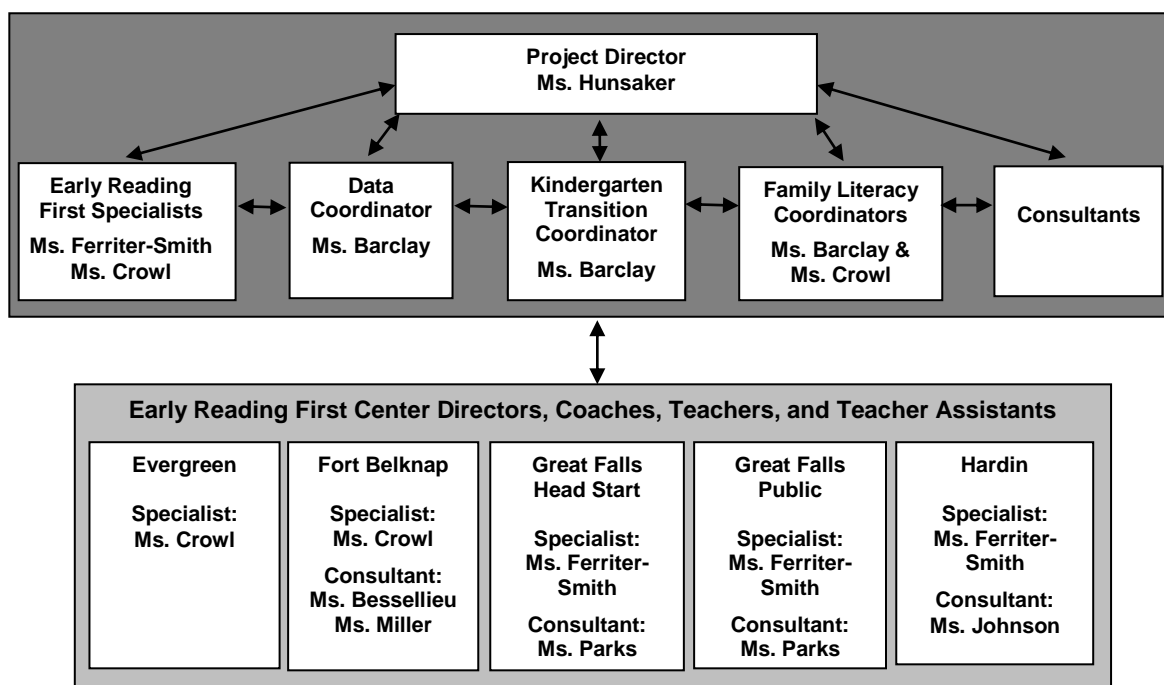
CHAPTER TWO: STAFFING AND COMMUNICATION

The Early Reading First grant that funds the Montana Partnership for Early Learning (MTPEL) supports four staff positions in the Montana Office of Public Instruction (OPI). These staff members manage the grant and provide much of the professional development and technical assistance to center directors, coaches, teachers, teacher assistants (TAs), and assessment team members. In addition to funding OPI staff members, Early Reading First funds are used to hire consultants who also provide professional development and support to coaches, teachers, and TAs at their sites. Together the staff members from OPI and the consultants form the state team. Each of the five MTPEL sites also employs a coach who is supported with Early Reading First funds. This chapter uses data collected from the Staff Satisfaction Survey and interviews, and addresses staff roles and responsibilities.

Roles and Responsibilities

MTPEL staffing includes four OPI staff members who fill one or more roles of Project Director, Data Coordinator, Family Literacy Coordinator, Kindergarten Transition Coordinator, and Early Reading First Specialists. Staff members also include four consultants who work with the center directors, coaches, teachers, and TAs at the five MTPEL sites (as shown in Figure 2-1).

Figure 2-1



MTPEL Organizational Chart

OPI Staff Members

Project Director. The MTPEL Project Director, Ms. Hunsaker, oversees all aspects of the grant. She attends all off-site meetings, executes contracts, manages the budget, and is available to respond to inquiries from the sites regarding budget and grant requirements. She also participates in monthly state team conference calls that allow team members to stay abreast of happenings and contribute to project implementation.

Behind the scenes, Ms. Hunsaker is supported by Ms. Ferriter-Smith who works to ensure that the “big picture” of the grant is being addressed. This is accomplished by using project data to ensure that project benchmarks and goals are being achieved. Findings from these analyses help provide the focus of future professional development opportunities and grant activities.

Overall, the majority of surveyed center directors and coaches indicated that the amount of communication with Ms. Hunsaker was “just right” (92%), that her tone was positive (67%), and that she was “very” or “extremely” helpful (66%).

Data, Family Literacy, and Kindergarten Transition coordinators. The work of the Data, Family Literacy, and Kindergarten Transition coordinators is primarily assigned to Ms. Barclay. As Data Coordinator, she is responsible for ensuring that the child assessment and classroom observation protocols are reliably administered. This includes training and coordinating the assessment team and collecting, cleaning, analyzing, and reporting data to other project staff members and the evaluator.

The Family Literacy Coordinator, a role shared by Ms. Barclay and Ms. Crawl, is responsible for implementing the family literacy plan. This includes designing family literacy kits with activities that are matched to the curriculum units and that help parents read with their children and engage in early literacy activities at home. The Family Literacy Coordinator works with center coaches to ensure that the family literacy kits are distributed to parents in ways that ensure their use. She also assists in the distribution and collection of family surveys.

As Kindergarten Transition Coordinator, Ms. Barclay works with center staff members to help support and enhance efforts to prepare parents and children for the transition to kindergarten and the K-12 school system. Research shows this transition is more successful if kindergarten teachers have developed relationships with parent and family members prior to the start of school (Pianta, Rimm-Kauffman, & Cox, 1999). The Kindergarten Transition Coordinator supports this goal by working with the center coaches to see that the preschool teachers communicate with the kindergarten and special education teachers about the skills and needs of MTPEL graduates prior to the first day of school. Sometimes this communication is indirect, e.g., the sharing of assessment data through the transfer of student files and program information. Other times it is direct, such as visiting the classrooms or meeting with kindergarten and special education coordinators, when applicable. Ms. Barclay also visits with principals and kindergarten teachers in the elementary schools that will receive MTPEL’s graduates to foster relationships to that end.

Staff members, especially coaches, were positive about the communication they had with Ms. Barclay. Overall, the majority of survey respondents indicated that the quantity of communication was “just right” (90%) that her tone was positive (84%), and her communications were “very” or “extremely” helpful (66%).

Early Reading First Specialists. Two Early Reading First Specialists, Ms. Crawl and Ms. Ferriter-Smith, share a dual role. In one aspect, as a team, they plan and deliver professional development to center directors, coaches, teachers, and TAs in formats (such as institutes and center director and coach meetings) that involve all of the sites. They often share this work with hired consultants.

In a second aspect, they individually provide differentiated professional development and technical assistance to staff members at sites to which they have been assigned. Ms. Crawl works with center staff members in Evergreen and Fort Belknap while Ms. Ferriter-Smith focuses her attention in Great Falls and Hardin. The Early Reading First Specialists coordinate with the same hired consultants who are also assigned to specific sites. At least monthly, they meet with center staff members on site (sites with higher needs are visited more frequently); some meetings take place via conference call/webinar. During these visits they engage in relationship-building and leadership development with the center director and coach. They observe teachers in their classrooms and model as necessary. Afterwards, with the teachers and the coach, they provide feedback and answer questions. The specialists also participate in staff meetings and assist staff members in using data and developing portfolios. At times, they assist coaches in assembling family literacy kits.

Communication with the Early Reading First Specialists was viewed positively by staff members. Overall, the majority of survey respondents indicated that the quantity of communication with them was “just right” (at least 70%) that their tone was positive (at least 84%), and their communications were “very” or “extremely” helpful (at least 66%).

Perceptions of communication, by site. This section looks at how staff members at the different centers viewed their communication with the OPI staff members (with the exception of the Project Director). Generally, staff members at the Hardin and Great Falls sites were more positive about their communications with OPI staff members than were staff members at the Evergreen and Fort Belknap sites. The majority of staff members (at least 75%) reported that the quantity of communication was “just right;” staff members at Evergreen were more likely to report that it was “too little.” Likewise the majority of staff members (at least 75%) reported that the tone of communications was positive; staff members at Evergreen and Fort Belknap were less likely to do so. Communications tended to be viewed as most helpful at the Hardin and Great Falls sites, and as average at the Evergreen and Fort Belknap sites.

Consultants

Hired consultants from Side by Side K-12 Consulting provide professional development to coaches, teachers, and TAs. The consultants work in coordination with the Early Reading First Specialists and do so both on- and off-site. On-site, much of the work they do mirrors that of the Early Reading First Specialists. However, as was reported, they spend more time with the teachers and their use of the curriculum, and generally visit the sites more frequently. Off-site, they work with the Early Reading First Specialists in providing and supporting professional development at institutes.

Staff members viewed their communications positively. Overall, the majority of survey respondents indicated that the quantity of communication was “just right” (at least 88%) and that their tone was usually positive (at least 75%). The helpfulness of communications with consultants was more likely to be reported as “very” or “extremely” helpful (at least 66%) at the Great Falls and Hardin sites, but as “average” (67%) by center staff members at Fort Belknap.

Center Coaches

Five center coaches work with teachers and TAs in their classrooms. Each site has one coach; some are part-time and some are full-time. Generally, center coaches work with teachers and TAs daily. Over the course of a week, each teacher is expected to receive five hours of coaching. Due to differences in the full-time equivalency of coaches and the number of teachers they are assigned to work with (ranging from 2 to 8), this target is not always met.

Center coaches support their staff members with a variety of services. Most coaches reported leading staff meetings that included information sharing, lesson plan development, and reviewing staffing needs and assignments. Coaching meetings with individual teachers included coaches sharing information from classroom observations and videotaping, and assisting with reflection and portfolio development. Coaches helped in the classroom when needed, and conducted informal and formal classroom observations. Some led book studies, some ordered and prepared supplies, and some arranged family literacy events.

Staff members also found communications they had with center coaches to be positive. Overall, the majority of survey respondents (at least 75%) indicated that the quantity of communication was “just right;” the exception was at Hardin, where the majority of staff members (86%) reported that it was “too little.” The majority of center staff members (at least 75%) also reported that their coaches’ tone was usually positive; the exception was Fort Belknap, where half of staff member reported that it was at the middle of the five-point scale. Finally, most staff members (at least 86%) reported coaches’ communications as “very” or “extremely” helpful. There were two exceptions. In Great Falls Head Start, two-thirds of staff members (66%) responded that it was “very” or “extremely” helpful. No Fort Belknap staff members reported that communication from their coach was “very” or “extremely” helpful; most found it “average.” Teacher and TA responses regarding the frequency, tone, and the helpfulness of communication from coaches were similar.

Communication

During the 2010–2011 preschool year, the MTPEL state team met monthly so that all team members could stay abreast of happenings and contribute to project implementation. Some of these meetings were in person and others were conducted via webinar. During these meetings the team discussed items pertinent to grant implementation. Each meeting also included time for state team members who worked in each center to provide a center update. Agendas for upcoming meetings and trainings were also brainstormed and developed.

To further increase communication between OPI staff members, consultants, and center staff members, the Early Reading First Specialists and consultants coordinated site visits to ensure that sites were provided regular support. In addition, they shared specifics of their on-site work by completing the *MTPEL Record of Classroom Support* (which tracked who visited a given classroom and summarized the visit) and the *MTPEL School Visit Notes*. These notes summarize the visit and highlight next steps and suggestions for enhanced implementation. Notes are distributed to the Early Reading First Specialists or hired consultants (as applicable), the project director, and the center coach.

Summary

A total of four OPI staff members and four consultants collaborate to implement the program components associated with the MTPEL Early Reading First grant. These staff members provide the majority of professional development and technical assistance to center directors, coaches, teachers and TAs who are implementing the program in the 24 preschool classrooms. They also coordinate the project's Family Literacy and Kindergarten Transition plans and oversee the administration of child assessments and classroom observations by a trained assessment team.

Overall, center staff members viewed communication with the state team positively. The majority of survey respondents indicated that the quantity of communication was "just right," that their tone was usually positive, and their communications were "very," or "extremely" helpful.

In addition to the eight state team members, five site coaches led staff and coaching meetings and conducted classroom observations. Again, the quantity of communication with coaches was "just right;" their tone was usually positive, and their communications were "very" or "extremely" helpful.

The state team maintains communication via regular meetings conducted in person and through conference calls. While on-site they communicate via written means, using project developed tools including the *MTPEL Record of Classroom Support* and *MTPEL School Visit Notes*.

CHAPTER THREE: PROFESSIONAL DEVELOPMENT AND FAMILY INVOLVEMENT

From fall 2010 through summer 2011 the Montana Partnership for Early Learning (MTPEL) implemented its professional development program. Professional development was offered to center directors, coaches, teachers, and teacher assistants (TAs) in off- and on-site venues. Off-site professional development opportunities provided staff members across centers time to come together as a group. On-site professional development opportunities and technical assistance allowed center staff members to receive individualized attention in their work setting.

This chapter describes the variety of professional development formats, participation, content, and the degree to which participants found the professional development format and content helpful. It includes suggestions for professional development topics to be considered for future training. The chapter ends with a look at the educational opportunities offered to parents of MTPEL's child participants through parent participation in family literacy events.

The chapter uses data collected from a variety of sources including project documentation (training agendas, PowerPoint presentations, and sign-in sheets), the Staff Satisfaction Survey, interviews with coaches and Office of Public Instruction (OPI) staff members, and the Parent Survey.

Professional Development Formats, Perceptions, and Participation

MTPEL's professional development program made use of a variety of formats including institutes; center director and coach meetings; coaching from Early Reading First Specialists, consultants, and site coaches; center director walk-throughs; professional learning communities; and undergraduate/graduate coursework. These are described below, as is the extent of the formats' perceived usefulness by participants.

Table 3-1
Summary of Professional Development Formats and Participants

Participants	Off-site	On-site
Center Directors and Coaches	Center Director and Coach Meetings (Great Falls)	Center Director and Coach Meetings (webinars)
Center Directors, Coaches, and Teachers	Winter Institute	Professional Learning Communities
Center Directors, Coaches, Teachers, and TAs	Summer Institute	Coaching from Early Reading First Specialists
Coaches, Teachers, and TAs		Coaching from Consultants
Teachers and TAs	Undergraduate/graduate coursework	Coaching from coaches Center director walk-throughs

Institutes

Twice a year, in winter and summer, center staff members participate in institutes. The winter institute is available for center directors, coaches, and teachers to attend; the summer institute also includes TAs. Institutes tend to be three days in length and include MTPEL staff members and consultants as trainers. MTPEL's first summer institute was held in Missoula in August 2010. A winter institute was held in Great Falls, from January 26 through 28, 2011. A second summer institute was held in Billings, from August 1 through 3, 2011.

The majority of participants (at least 75%) found the institutes to be "very" or "extremely" helpful. Coaches found the summer and winter institutes more helpful than did teachers, and teachers found the summer institute more helpful than did TAs.

The institutes are great. (Coach)

Really enjoyed training of phonological awareness and Teaching with Poverty in Mind. (Teacher)

A few criticisms were expressed:

It's always helpful to talk/discuss/bounce ideas off peers. I feel we are scolded for doing so and not allowed to talk at institutes. It's how I learn best. (Teacher)

Too little time is spent in the individual rooms. You have your people spread way too thin. (TA)

Center Director and Coach Meetings

In addition to institutes, professional development was offered to center directors and coaches. Beginning in September 2010, the first of six center director and coach meetings was held. Two meetings were held in Great Falls (October and March). These meetings usually occurred over two days with the center director and coach attending the first day and only the coach attending the second. During the other months (September, November, February, and April), center directors and coaches participated in webinars from their preschool sites. MTPEL's OPI staff members organized and presented content at these meetings.

The majority of center directors and coaches found the Great Falls meetings and webinars to be "very" or "extremely" helpful; however, the Great Falls meetings were received more favorably than the webinars (100% and 63%, respectively).

I appreciated the fact that they took a day and made it for coaches only; we used it for problem solving and comparing notes. Things didn't feel so rushed that way. (Coach)

When we do meet [coach and center director] its more impromptu; we don't usually have the opportunity to reflect on the data notebooks, etc... so having that time in the meetings is appreciated. (Coach)

I would like continued and increased use of webinars. (Coach)

Probably the webinars would be least useful; but they were far from being not useful. (Coach)

Coaching from Early Reading First Specialists and Consultants

In addition to off-site professional development at the institutes and the center director and coach meetings, each site receives weekly visits (or three to four visits per month) from either an Early Reading First Specialist or a hired consultant. According to interviewed coaches, the types of supports provided to center staff members from the Early Reading First Specialists and consultants were similar. Prior to a scheduled visit, the specialist or consultant contacted the site to identify current challenges or needs. In addition to addressing these as necessary, classroom observations were conducted and modeling or debriefing was provided. Specialists and consultants supported the use of data, the assembling of family literacy kits, and the creation of teacher portfolios. Specialists also worked with center leadership to ensure that a strong foundation and support for the programs was in place.

Coaches and teachers who reported the coaching was “very” or “extremely” helpful did so more often for the assistance from consultants (100%, except for one) than from specialists (ranging from 0% to 75%).

[Early Reading First Specialist and consultant] have both been very helpful and I’m very grateful to have their expertise. (Teacher)

Great bunch of ladies - lots of knowledge. (Coach)

When she is here, she talks to the leadership so we are all on the same page. (Coach)

[Early Reading First Specialist] rarely visits our preschool. She hasn’t been here in almost two months. (Teacher)

Coaching from Site Coaches

Center coaches work with teachers and TAs daily; over the course of a week, each teacher is expected to receive five hours of coaching. As noted earlier, center coaches supported their staff members with a variety of services including leading staff and coaching meetings, developing portfolios, and conducting classroom observations and providing feedback. Survey data showed that most teachers (at least 67%) found the classroom-based coaching and pre-/post-coaching conferences “very” or “extremely” helpful; fewer (33%) found portfolio development to be as helpful.

Center Director Walk-throughs

In addition to receiving coaching support, teachers and TAs should also be the recipients of support from their center director. As an instructional leader, the center director goes beyond the role of an administrator and becomes a leader in instructional issues as well. In the case of MTPEL, that would, at the least, entail understanding the curriculums, assessments, and the Response to Intervention (RTI) process and being able to recognize when essential components of those are, or are not, being implemented in the classrooms. To do this effectively, center directors must conduct walk-throughs of the classrooms in order to gather data to provide meaningful support and feedback to teachers and coaches.

The majority of teachers (60%) had center directors in their classroom at least once during the year, according to MTPEL Record of Classroom Support logs. Likewise, the majority of teachers reported

receiving feedback after their center-director walked through their classroom; about one-quarter did not.² Of those who did, half reported the feedback provided following these was “very” or “extremely” helpful. On the other hand, the majority of teachers who responded to the survey indicated that the quantity of communication with their center director was “just right” (78%) and they all reported that their tone was positive. About three-fifths of teachers (63%) indicated that communications from their center director were “very” or “extremely” helpful. This may indicate that more general conversations with center directors might be more helpful than conversations around instructional issues.

Professional Learning Communities

Center staff members are encouraged to establish professional learning communities that meet regularly and engage in professional development in topics of their own choosing. This year, MTPEL required a book study on *Teaching with Poverty in Mind*. Overall, the book study was fairly well received; two-thirds of staff members felt the book study was “very” or “extremely” helpful. The majority of coaches (80%) felt the same; however, a smaller proportion of teachers did (40%).

Undergraduate/Graduate Coursework

MTPEL funding can be used to pay for 100 percent of the cost of tuition and fees up to three-credit hours/semester of undergraduate- or graduate-level course work at Montana colleges or universities. This course work must be related to scientifically based reading research, early childhood education, special education, reading, or other MTPEL-related topics. The availability of this opportunity was announced throughout the year.

Participation in Professional Development

Participation in most forms of MTPEL professional development was high. Respondents reported more experience with institutes, center director and coach meetings, coaching from consultants and site coaches, and the book study than with Early Reading First Specialist coaching and coursework.

Off-site Professional Development

The majority of MTPEL center directors, coaches, and teachers attended the summer institute in August 2010. According to surveys, the majority of TAs were also in attendance (64%); sign-in sheets confirmed that a fair number of TAs attended. The winter 2011 institute had 100 percent participation from center directors, coaches, and teachers.³ All of the center directors and coaches who completed the Staff Satisfaction Survey indicated they had participated in center director and coach meetings.

Participation in undergraduate/graduate coursework was the least utilized means of professional development. According to survey data, four teachers and one TA took advantage of this opportunity. Center staff members who did not take advantage of this opportunity were asked why they did not. The most common reasons for not doing so were time constraints and other commitments, such as family. A few teachers and TAs indicated that they wanted additional information about this opportunity:

Did not have enough information about it. (Teacher)

² Teachers were not specifically asked if their center director conducted walk-throughs.

³ Data on attendance at the institute in summer 2011 will be included in the 2011–2012 annual report.

I know nothing about the coursework. (TA)

Unsure of what courses will qualify. (Teacher)

In total, teachers participated in six days of off-site professional development and TAs in three days by attending summer and/or winter institutes (approximately 48 hours and 24 hours respectively). Center directors and coaches participated in 8 to 10 days of off-site professional development through their participation in the summer and winter institutes and the off-site center and director meetings (approximately 64 and 80 hours, respectively).

On-site Professional Development

Survey data provides a partial view of who received, and did not receive, coaching from the Early Reading First Specialists and consultants. Table 3-2 shows the total number of coaches and teachers who reported receiving this coaching.

Table 3-2
Number of Teachers and Coaches Reporting Coaching with Early Reading First Specialists and Consultants

Site	Total Teachers and Coaches	Early Reading First Specialists	Consultants
Evergreen	3	2	na
Fort Belknap	4	1	4
Great Falls Head Start	7	4	6
Great Falls Public	5	4	4
Hardin	5	1	5
Percentage		50%	91%
"Very" or "Extremely" Helpful		60%	90%

More teachers and coaches reported receiving coaching from consultants than from their Early Reading First Specialist. Almost all of the teachers and coaches (91%) reported receiving coaching from their consultant, while half reported receiving coaching from their Early Reading First Specialist (50%). An explanation for this may be that teachers and coaches do not think of the support and technical assistance they receive from the Early Reading First Specialists as "coaching."

Table 3-3 shows the total number of teachers who reported receiving coaching from their site coach in the classroom, in a pre/post conference, and through portfolio development.

Table 3-3
Number of Teachers Reporting Coaching Activities with Site Coach

Site	Total Teachers	Classroom	Pre-Post Conference	Portfolio
Evergreen	2	2	2	2
Fort Belknap	3	1	1	2
Great Falls Head Start	6	3	2	6
Great Falls Public	4	4	4	4
Hardin	4	3	1	3
Percentage		68%	53%	90%
"Very" or "Extremely" Helpful		67%	78%	33%

Teachers were more likely to have worked on the development of a portfolio with their coach than to have received classroom-based coaching or a pre-/post-coaching conference. Almost all teachers (90%) reported developing a teacher portfolio, about two-thirds (68%) reported receiving classroom-based coaching, and about half (53%) reported participating in pre-/post-conference coaching.

Analyses of the MTPEL Record of Classroom Support logs⁴ indicate that coaches were, by far, the most frequent visitors in the classrooms. Of the 1,233 entries in the logs, 73 percent were from coaches. Consultants were the second most frequent visitors to the classrooms. They entered 13 percent of the log entries. Center directors entered 8 percent of the entries, followed by Early Reading First specialists who entered 7 percent of the log entries.

The book *Teaching with Poverty in Mind* was read and discussed by almost all of the teachers and coaches. Overall, two-thirds (65%) of surveyed staff members reported participating in this form of professional development; all of the coaches did, as did 90 percent of teachers.

Almost 5,000 hours of on-site professional development was originally planned for center staff members. It was to be delivered via "monthly workshops;" in-class coaching, teacher reflection, and portfolio development; and professional learning communities. In reality, on-site professional development was provided to center directors and coaches through webinars. Center directors, coaches, teachers, and TAs received coaching from Early Reading First Specialists and consultants. Teachers and TAs received center-based coaching from their site coaches that included in-class coaching, teacher reflection and portfolio development, and professional learning communities.

While a total amount of time spent in this on-site professional development cannot be calculated, each of the center directors, coaches, and teachers would need to receive about 15 hours of professional development per month, or about 45 minutes every day. The *MTPEL Record of Classroom Support* sheds some light on the amount of classroom visits that were conducted. On average, teachers received about five visits per month from their center director, coach, consultant and Early Reading First Specialist. Some teachers received more and some less (from one visit every other month to almost 15 visits a month). Teachers at the Great Falls Head Start site received the most classroom visits (about nine per

⁴ MTPEL Record of Classroom Support logs did not track coaching time outside of the classroom. It is also likely that these logs underestimate coaching time due to not being completed after every classroom observation.

month), followed by Great Falls Public (about six per month), Evergreen (about five per month), Hardin (about four per month) and Fort Belknap (about two per month).

Professional Development Content

Across the varied professional development formats, MTPEL provided content in numerous areas. Some professional development topics that were addressed throughout the year included implementing the curriculums, *Opening the World of Learning* (OWL) and *Language for Learning* (LFL), and developing cultural break units; data and its collection, analysis, and use by teachers to inform instruction and grouping, and by coaches to inform coaching and the development of teacher portfolios; RTI; *Teaching with Poverty in Mind*; family literacy and Dialogic Reading; and the kindergarten transition.

Center directors and coaches also received professional development on instructional leadership and conducting walk-throughs, coaching, and roles and responsibilities.

Teachers and coaches learned about working with young children in terms of child development and meeting a child's socio-emotional needs. They also learned about behavior management and positive guidance. Content on phonological and phonemic awareness, oral language development, and vocabulary was provided.

The needs of English language learners (ELLs) and children receiving special education services were also addressed.

The Staff Satisfaction Survey provided a list of professional development content and asked survey respondents to indicate if they received content in each area and how helpful the content was. Up to three-fifths of teachers, coaches, and center directors indicated they had received professional development in all the content areas.

Regarding the helpfulness of the content, more than half of the teachers indicated that the following professional development topics were the most helpful ("very helpful" and "extremely helpful"):

- Implementing *Opening the World of Learning* (66%)
- Implementing *Language for Learning* (66%)
- Developing vocabulary (64%)
- Developing print awareness (63%)
- Developing phonological awareness (61%)
- Administration of progress-monitoring assessments (60%)
- Developing alphabet knowledge (59%)
- Analysis/interpretation of progress-monitoring assessments (54%)
- Using data to differentiate instruction (53%)
- Enhancing the classroom environment (51%)

On the other hand, fewer teachers found the following professional development topics "very" or "extremely" helpful:

- Differentiating instruction by age (23%)
- Using technology (23%)

- Using the *Language for Learning Technical Assistance Form* (21%)
- Portfolio development (20%)
- Helping families use Family Literacy Kits (19%)
- Using data to identify children for Tier 2 instruction (18%)
- Using data to plan Tier 1 instruction (16%)
- Using data to plan Tier 2 instruction (16%)
- Using *OWL Quality Indicators* (15%)
- Kindergarten transition (15%)
- Developing listening comprehension (13%)
- *Teaching with Poverty in Mind* (11%)
- Differentiating instruction for ELLs (9%)

Coaches were asked about the successes and challenges of implementing MTPEL in the classrooms. The majority of coaches mentioned that curriculum implementation—OWL and LFL—was a definite success for teachers. In addition, some teachers found success in imbedding scaffolding in the centers, providing Tier 2 and Tier 3 instruction, and using data to plan instruction to meet the individual needs of children.

Language for Learning; last year we figured it out and now we are comfortable with it. I don't remember having to get together to problem solve that this year. (Coach)

On the other hand, a common challenge mentioned by coaches was videotaping and developing the reflection portfolios. Some teachers continued to struggle with paperwork, materials, preparing the classroom, and organizing effective small groups.

Teacher portfolios and video reflections have been uncomfortable for some of them. (Coach)

Overall, coaches found most professional development topics to be “very” or “extremely” helpful. The professional development topics where *fewer* coaches did were:

- Developing cultural break units (50%)
- Using the *Language for Learning Technical Assistance Form* (50%)
- Helping families use Family Literacy Kits (50%)
- Kindergarten transition (40%)
- 1st and 2nd language acquisition (33%)
- Working with parents (0%)
- Using data to plan Tier 1 instruction (0%)

Professional develop that was not considered “very” or “extremely” helpful might have been professional development that was not on target and left the participant with limited understanding, or professional development that was redundant and did not need to be re-emphasized. It is unclear which is the case; this can be furthered explored by Early Reading First Specialists, consultants, and coaches.

Future Professional Development Needs

The Staff Satisfaction Survey also provided teachers and coaches an opportunity to comment on additional professional development needs. There were very few requests by teachers or coaches. The following professional development topics were most requested by *all* survey respondents:

- Differentiating instruction for children with special needs (30%)
- Using assessment data to identify children for Tier 2 instruction (25%)
- Using assessment data to plan Tier 2 instruction (25%)
- Using assessment data to plan Tier 1 instruction (23%)
- Using data to differentiate instruction (23%)
- Differentiating instruction for children by age (23%)

One-fifth of teachers (21%) requested additional training in using the *OWL Quality Indicators*.

In interviews, coaches requested additional professional development in coaching, using PPVT and TOPEL data, teacher portfolios, Tier 1 and Tier 2 instruction, and addressing the social/emotional needs of children (such as the work done by the Center on the Social and Emotional Foundations for Early Learning).

The summer institute included sessions on many of these topics. Using data to identify children for Tier 2 and Tier 3 instruction, and to plan and differentiate instruction, was addressed by OPI and Evergreen staff members and consultants. Children's social/emotional needs were addressed to some extent by sessions on positive guidance and early childhood behavior tools. As a result, progress has already been made to address identified professional development needs.

Family Involvement

Family involvement in their child's education is encouraged through the work of the Family Literacy and Kindergarten Transition coordinators. The work of the coordinators is to collaborate with center staff members to support and expand the activities already offered to families. In addition, the Family Literacy Coordinators also assist in the development of family literacy kits that match each of the six OWL curriculum units. MTPEL also encourages centers to invite parents into the classrooms to participate in field trips and family literacy events.

Table 3-4 shows that many parents were involved in family literacy activities. In fact, only 4 percent of respondents indicated they had not participated in any family literacy event, and half (49%) participated in all three types (attended events and field trips and used family literacy kits). Fewer parents participated in kindergarten transition activities.

Table 3-4
Family Involvement in Family Literacy and Kindergarten Transition Activities

Event	Participated (N=156)
Family Literacy	
Attend events at your child's preschool where you learned about the MTPEL program, Family Literacy Kits, field trips, and other activities available to you and your child	79%
Use a Family Literacy Kit at home with your child	88%
Attend field trips with your child	55%
Kindergarten Transition	
Attend a kindergarten orientation	22%
Meet your child's kindergarten teacher	15%

While family literacy events were planned at the site-level, they had similar components across sites. Coaches reported hosting family literacy nights/afternoons which brought family members in for activities and the distribution of family literacy kits. One site distributed family literacy information at community events, and another did so during drop-off and pick-up—whenever the parents were available. Some parents received information about happenings in the classroom and, at one site, the parents received the *OWL Family Connections* publication. In addition to books in the family literacy kits, one center distributed books from the *StoryMakers* program. Sites invited parents on field trips and to participate in the classroom.

One coach reported:

We had family literacy nights with every OWL unit; oftentimes the teachers will do something special, like a Mother's Day breakfast. Field trips—families must attend with the children; it's phenomenal—they've gone places they might not have gone and totally enjoyed it. (Coach)

In regard to kindergarten transition activities, the majority of coaches reported that assessment data and other information were added to preschool children's files, which are transferred to the elementary schools. Many preschool teachers also took their preschool children to visit a kindergarten classroom to see what it would be like. Other kindergarten transition activities included sharing information about preschool children, in person, with kindergarten teachers; inviting kindergarten teachers to observe the preschool classroom; and providing kindergarten teachers an overview of MTPEL's curriculum.

A transition kit is sent to the school with the kids' demographic, health, and assessment data; with MTPEL we have added the assessments given through the grant to that packet. Kids entering kindergarten will go visit the classrooms and spend time there. We invited the teachers here to observe. I explained the curriculum to the kindergarten teachers and Ms. Barclay had interviews with them to tell them what we have been doing. (Coach)

Summary

During the 2010–2011 project year, numerous professional development opportunities were provided, participated in, and well-received. Two, three-day institutes were planned, held, and well-attended, as were six center director and coach meetings. Early Reading First Specialists, consultants, and coaches provided weekly, if not daily, site-based coaching. The types of reported support provided by specialists, consultants, and coaches was similar; all three visited classrooms, provided feedback, addressed individual needs of teachers and centers, and worked with data. However, specialists addressed leadership issues; consultants focused on curricular needs; and coaches led staff and coaching meetings, helping teachers to develop lesson plans and portfolios. Center directors, coaches, and teachers read and discussed *Teaching With Poverty in Mind*. All of these activities were found to be “very” or “extremely” helpful by at least two-thirds of participants.

Variation existed. Center directors and coaches found the in-person center director and coach meetings in Great Falls more helpful than the webinars. Teachers found their consultants to be most helpful, followed by their coaches, Early Reading First Specialists, and center directors.

Classroom teachers received the most classroom visits from coaches, followed by consultants, center directors, and Early Reading First Specialists. On average, each teacher received five classroom visits per month. Teachers at some centers received more, and teachers at other centers received less.

Coaches found nearly all the topics addressed in professional development to be helpful. Teachers were less enthusiastic. The majority found professional development on the curriculums; developing vocabulary, print awareness, and phonological awareness; and administering progress-monitoring assessments most helpful. Using data to plan instruction, differentiate instruction, and identify children for Tier 2 instruction were requested as areas for additional professional development.

Almost all parents who completed the Parent Survey indicated that they had participated in a family literacy event. Parents most commonly used a Family Literacy Kit or attended an on-site event. Parents were less likely to attend kindergarten transition activities.

CHAPTER FOUR: PROFESSIONAL DEVELOPMENT OUTCOMES

This chapter uses data from a variety of sources to ascertain the impact that teachers,' teacher assistants' (TAs), coaches', center directors', and parents' participation in professional development or educational opportunities had on their knowledge and practice. It uses data from the Teacher Knowledge Survey, the Early Literacy and Language Classroom Observation (ELLCO), Classroom Assessment Scoring System (CLASS), the Parent Survey, and data from telephone interviews with OPI staff members and coaches.

Teacher Knowledge Survey

The Teacher Knowledge Survey is comprised of two parts. Part One is a knowledge test containing 50 multiple choice questions and 20 true or false questions. Part Two contains 20 statements; respondents use a 5-point Likert scale that best reflects their disagreement/agreement with the statement.

Part One

The 70 items in Part One were grouped into 12 categories based on content.⁵ These categories and the number of collapsed items are shown in Table 4-1, along with the average percentages of items answered correctly overall and in each category; these same statistics are displayed for each participant role and site. Data reflect participants' knowledge at baseline in winter 2010 and spring 2011.

⁵ Four items were not categorized.

Table 4-1
Winter 2010 and Spring 2011 Scores on Teacher Knowledge Survey, Part One

Item Category	All Centers	Teachers	TAs	Coaches	Evergreen	Fort Belknap	Great Falls HS	Great Falls Public	Hardin
Phonological/Phonemic Awareness & Phonics (9 items)									
Winter 2010	58%	60%	53%	65%	61%	40%	61%	78%	65%
Spring 2011	65%	65%	61%	64%	70%	44%	64%	68%	67%
Language and Vocabulary Development (11 items)									
Winter 2010	57%	56%	52%	60%	60%	40%	50%	44%	50%
Spring 2011	57%	56%	53%	57%	62%	49%	57%	47%	72%
Letter Knowledge (3 items)									
Winter 2010	40%	43%	35%	39%	44%	26%	41%	60%	42%
Spring 2011	40%	42%	36%	50%	44%	20%	58%	36%	37%
Print Awareness (8 items)									
Winter 2010	57%	56%	52%	71%	71%	41%	57%	70%	63%
Spring 2011	55%	56%	47%	66%	63%	38%	63%	59%	48%
Emergent Writing (6 items)									
Winter 2010	64%	62%	61%	83%	67%	56%	70%	87%	56%
Spring 2011	78%*	84%	64%	83%	81%	77%	69%	77%	87%
Reading (6 items)									
Winter 2010	86%	86%	83%	94%	81%	75%	92%	87%	94%
Spring 2011	91%	93%	86%	96%	92%	87%	94%	90%	93%
Working with ELLs (4 items)									
Winter 2010	76%	73%	75%	92%	75%	55%	84%	95%	84%
Spring 2011	81%	85%	65%	94%	92%	65%	75%	86%	80%
Children's Family and Culture (3 items)									
Winter 2010	67%	65%	64%	78%	78%	48%	67%	100%	73%
Spring 2011	73%	75%	64%	83%	72%	73%	83%	69%	70%
Differentiating Instruction (6 items)									
Winter 2010	64%	66%	59%	78%	78%	55%	58%	67%	74%
Spring 2011	77%*	76%	74%	100%	94%	60%	67%	70%	92%
Assessment (8 items)									
Winter 2010	55%	56%	52%	60%	60%	40%	61%	83%	50%
Spring 2011	64%*	73%	49%	70%	67%	58%	61%	65%	68%
Math (5 items)									
Winter 2010	43%	43%	42%	50%	37%	41%	38%	56%	51%
Spring 2011	54%*	57%	40%	55%	60%	64%	60%	44%	54%
Total Score									
Winter 2010	62%	61%	58%	72%	65%	50%	63%	80%	65%
Spring 2011	67%*	69%	60%	74%	74%	57%	68%	65%	72%

* $p < .01$, $.01$, $.02$, $.01$, and $.01$, respectively

Overall, respondents answered about two-thirds (67%) of the items correctly on Part One of the Teacher Knowledge Survey. Fewer than 10 percent of respondents (7%) answered no more than 50 percent of the items correctly; two-thirds (65%) answered between one-half and three-quarters of the items correctly, and 28 percent answered more than three-quarters of the items correctly. While the total percentage of correctly answered items was similar to last winter (62%), fewer teachers answered no more than 50 percent of the items correctly (19%) and more teachers answered more than three-quarters of the items correctly (15%).

Similar to last year, staff members were most knowledgeable in the area of reading; on average, respondents answered at least 91 percent of these items correctly. Staff members were also fairly knowledgeable in the area of working with English language learners (ELLs). Other areas where center staff members correctly answered more than two-thirds of the questions were emergent writing, differentiating instruction, and incorporating the families and cultures of the children in their classrooms. Some of the skills endorsed by the National Early Literacy Panel (NELP, 2008) as being predictive of later literacy skills (e.g., letter knowledge, phonological awareness, and print awareness) were areas in which respondents continued to answer fewer questions correctly. Staff members were least knowledgeable in the topic of letter knowledge. Staff members answered more items correctly (with statistical significance) in four areas—assessment, differentiating instruction, emergent writing, and math. These increases significantly impacted the overall score on Part One of the Teacher Knowledge Survey.

Part Two

The 20 items in Part Two were also grouped into three content-based categories. Table 4-2 displays these categories and the number of collapsed items in each subscale.⁶ This table also shows the average score (and standard deviation) on each subscale, overall and in each category; these same statistics are displayed for each participant role and site. In analyzing these data, the 5-point Likert scale used on the survey was converted into numbers as follows: 1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree and 5=Strongly Agree.

⁶ Two items were not categorized.

Table 4-2
Winter 2010 and Spring 2011 Scores on the Teacher Knowledge Survey, Part Two

Item Category	Mean (SD)								
	All Centers	Teachers	TAs	Coaches	Evergreen	Fort Belknap	Great Falls Head Start	Great Falls Public	Hardin
Confidence (8 items)									
Winter 2010	3.9 (0.4)	3.9 (0.4)	3.9 (0.4)	4.0 (0.6)	4.1 (0.3)	4.0 (0.2)	4.0 (0.4)	4.2 (0.4)	3.6 (0.5)
Spring 2011	4.1 (0.5)	4.1 (0.4)	4.0 (0.5)	4.1 (0.6)	4.2 (0.4)	4.5 (0.4)	3.8 (0.4)	4.0 (0.4)	4.2 (0.6)
Efficacy ⁷ (4 items)									
Winter 2010	3.6 (0.5)	3.7 (0.6)	3.4 (0.6)	3.8 (0.4)	3.9 (0.2)	3.3 (0.5)	3.5 (0.6)	4.3 (0.3)	3.6 (0.5)
Spring 2011	3.9* (0.6)	4.0 (0.6)	3.7 (0.5)	4.0 (0.7)	4.0 (0.4)	3.9 (0.5)	3.9 (0.6)	3.8 (0.6)	4.2 (0.7)
Attitudes About Learning (6 items)									
Winter 2010	3.9 (0.4)	3.9 (0.3)	3.9 (0.5)	4.1 (0.3)	3.8 (0.3)	3.9 (0.4)	3.9 (0.5)	3.7 (0.1)	4.0 (0.4)
Spring 2011	3.6* (0.4)	3.4 (0.3)	3.7 (0.3)	3.8 (0.5)	3.8 (0.2)	3.9 (0.3)	3.5 (0.3)	3.5 (0.3)	3.7 (0.5)
Average Score (18 items)									
Winter 2010	3.8 (0.3)	3.9 (0.3)	3.7 (0.3)	3.9 (0.3)	3.9 (0.2)	3.7 (.03)	3.8 (0.3)	4.1 (0.1)	3.7 (0.4)
Spring 2011	3.9 (0.4)	3.8 (0.4)	3.8 (0.3)	3.9 (0.4)	4.0 (0.2)	4.1 (0.2)	3.8 (0.4)	3.8 (0.3)	4.0 (0.5)

* $p < .01$

Table 4-2 shows that overall, from winter 2010 to spring 2011, center staff members were more likely to agree with the confidence and efficacy items. About two-thirds or more of respondents reported confidence in their ability to work with children in a variety of areas. Similar to last year, respondents were most confident that they could help, motivate, and support the children in their classroom regarding early language, literacy, and writing. Again, similar to last year, respondents were less confident in their ability to *teach* children in their classrooms rhymes, alphabet letters, and early writing skills. Respondents were least confident in their ability to work with ELLs.

Regarding efficacy, a larger proportion of respondents felt they understood language concepts to support children in early reading and writing, and larger proportions of respondents *disagreed* that they were not effective in keeping track of children's early reading and writing skill development and that they could not teach early reading and writing skills "as well as I teach other skills." Two-thirds of respondents continued to agree that they had the knowledge and skills to work effectively with a child who has language difficulties. The changes in regard to efficacy were statistically significant ($p < .01$).

⁷ Two items were reverse scored (#8 and #14).

The decreased Attitudes About Learning score was the result of respondents being more likely to disagree that “changing my practice to better support early language development would take a lot of time and energy” and “I would have to give up things I enjoy doing in order to invest time in learning about children’s development of early reading and writing skills.” The changes in regard to attitudes were statistically significant ($p<.01$).

Instruction and Classroom Environment

The MTPEL grant identified six standards for teacher practice that address instruction and the classroom environment:

1. Teachers establish rich and engaging physical learning environments.
2. Teachers support children’s abilities to attend to instruction, persist with difficult tasks, cooperate with peers and adults, and use language to solve problems.
3. Teachers support the development of young children’s language and early literacy skills throughout the day, using intentional, playful, and engaging instruction.
4. Teachers support the development of young children’s higher order thinking skills and understanding of the world and the way things work.
5. Teachers create environments and differentiated instructional opportunities that meet the needs of diverse learners.
6. Teachers use information and data from a variety of sources to understand children’s instructional needs and to improve teaching and learning for young children.

The CLASS and the ELLCO were used to determine growth in the first five areas. The sixth standard was evaluated using data collected from telephone interviews with center coaches. The following analyses were based on classrooms that were observed in both fall 2010 and spring 2011 (i.e., the classrooms were matched). Appendix A contains data on all the classroom observations.

Table 4-3 summarizes results of these analyses and shows that gains were seen in all areas. Overall, classrooms made statistically significant ($p \leq .05$) gains on one of the five standards:

- Teachers support the development of young children's higher order thinking skills and understanding of the world and the way things work.

Significant gains were also seen on at least one domain used to measure two additional standards:

- Teachers support the development of young children's language and early literacy skills throughout the day, using intentional, playful, and engaging instruction.
- Teachers create environments and differentiated instructional opportunities that meet the needs of diverse learners.

Table 4-3
Summary of Changes in Standards for Teacher Practice

Standard	Classroom Observation Tool and Domain	Fall 2010 Mean (SD)	Spring 2011 Mean (SD)	Change	T-test p value
Teachers establish rich and engaging physical learning environments.	ELLCO—Classroom Structure	18.2 (2.4)	18.6 (2.6)	+0.4	.61
Teachers support children's abilities to attend to instruction, persist with difficult tasks, cooperate with peers and adults, and use language to solve problems.	CLASS—Emotional Support	5.7 (0.6)	5.9 (0.6)	+0.2	.24
	CLASS—Classroom Organization	5.2 (1.0)	5.3 (0.9)	+0.1	.54
Teachers support the development of young children's language and early literacy skills throughout the day, using intentional, playful, and engaging instruction.	ELLCO—The Language Environment	14.1 (4.2)	16.7 (4.0)	+2.6	.05
	ELLCO—Books and Book Reading	19.4 (4.0)	21.5 (4.7)	+2.1	.15
	ELLCO—Print and Early Writing	10.3 (2.8)	12.2 (2.9)	+1.9	.05
Teachers support the development of young children's higher order thinking skills and understanding of the world and the way things work.	CLASS—Instructional Support	4.1 (1.4)	4.8 (1.1)	+0.7	.01
Teachers create environments and differentiated instructional opportunities that meet the needs of diverse learners.	ELLCO—Curriculum	12.3 (2.7)	13.0 (2.4)	+0.7	.39
	CLASS—Instructional Support	4.1 (1.4)	4.8 (1.1)	+.07	.01

Significant gains were produced this year on 8 of 29 dimensions (28%):⁸

- Opportunities for Extended Conversations
- Efforts to Build Vocabulary
- Quality of Feedback
- Language Modeling
- Books for Learning
- Approaches to Book Reading
- Support for Children's Writing
- Concept Development

Teachers establish rich and engaging physical learning environments.

The ELLCO Classroom Structure domain was used to measure growth in this area. From fall 2010 to spring 2011, the percentage of classrooms scoring in the three ranges "Below Basic," "Basic" and "Above Basic" remained virtually unchanged (Table 4-4).

Table 4-4
ELLCO Classroom Structure Domain, Fall 2010 to Spring 2011

ALL MTPEL (N=20)	Percentage of MTPEL Classrooms With ELLCO Score						Wilcoxon Sign Test <i>p</i> value
	Fall 2010			Spring 2011			
	Below Basic	Basic	Above Basic	Below Basic	Basic	Above Basic	
Classroom Structure Dimensions							
Organization of the Classroom	0%	0%	100%	0%	0%	100%	.56
Contents of the Classroom	0%	5%	95%	0%	5%	95%	.26
Classroom Management	15%	5%	80%	10%	10%	80%	.15
Personnel	0%	10%	90%	10%	5%	85%	.52

Teachers support children's abilities to attend to instruction, persist with difficult tasks, cooperate with peers and adults, and use language to solve problems.

Two CLASS domains were used to measure growth in this area—Emotional Support and Classroom Organization. From fall 2010 to spring 2011 the mean score on the Emotional Support domain had a slight increase of 0.2 (see Table 4-5). While there were positive changes in the mean scores of the Positive Climate, Teacher Sensitivity, and Regard for Student Perspective dimensions, none were statistically significant. There was an insignificant decrease in the mean score of the Negative Climate dimension.

From fall to spring the mean score on the Classroom Organization Scale and its Productivity and Instructional Learning Formats dimensions increased. These changes were not statistically significant. There was an insignificant decrease in the mean score on the Behavior Management dimension.

⁸ Last year significant improvements were made on 12 dimensions: Organization of the Classroom, Contents of the Classroom, Negative Climate, Efforts to Build Vocabulary, Organization of Book Area, Characteristics of Books, Books for Learning, Quality of Book Reading, Early Writing Environment, Concept Development, Approaches to Curriculum, and Recognizing Diversity. Since winter 2010 significant progress has been made on 17 dimensions (59%).

Table 4-5
CLASS Emotional Support and Classroom Organization Domains, Fall 2010 to Spring 2011

ALL MTPEL (N=19)	Percentage of MTPEL Classrooms With CLASS Score							
	Fall 2010				Spring 2011			
	Low	Middle	High	Mean (SD)	Low	Middle	High	Mean (SD)
Emotional Support	0%	26%	74%	5.7 (0.6)	0%	16%	84%	5.9 (0.6)
Positive Climate	0%	26%	74%	5.6 (0.6)	0%	16%	84%	5.8 (0.5)
Negative Climate	100%	0%	0%	1.0 (0.1)	100%	0%	0%	1.1 (0.2)
Teacher Sensitivity	0%	37%	63%	5.3 (1.0)	0%	37%	63%	5.5 (0.9)
Regard for Student Perspective	0%	63%	37%	5.0 (0.9)	0%	42%	58%	5.3 (0.9)
Classroom Organization	0%	37%	63%	5.2 (1.0)	0%	42%	58%	5.3 (0.9)
Behavior Management	0%	37%	63%	5.3 (0.9)	5%	32%	63%	5.2 (1.2)
Productivity	0%	42%	58%	5.2 (0.9)	0%	42%	58%	5.3 (0.9)
Instructional Learning Formats	0%	32%	68%	5.2 (1.1)	0%	32%	68%	5.4 (0.8)

Teachers support the development of young children’s language and early literacy skills throughout the day, using intentional, playful, and engaging instruction.

The ELLCO Language Environment, Books and Book Reading, and Print and Early Writing domains were used to measure growth in this area. From fall 2010 to spring 2011, the percentage of classrooms scoring in the “Above Basic” range increased in almost all dimensions (see Table 4-6). These gains were statistically significant in five areas: Opportunities for Extended Conversations and Efforts to Build Vocabulary in the Language Environment domain, Books for Learning and Approaches to Book Reading in the Books and Book Reading domain, and Support for Children’s Writing in the Print and Early Writing domain.

Table 4-6
ELLCO Language Environment, Books and Book Reading, and Print and Early Writing Domains,
Fall 2010 to Spring 2011

ALL MTPEL (N=20)		Percentage of MTPEL Classrooms With ELLCO Score					Wilcoxon Sign Test <i>p</i> value
Domains and Dimensions	Fall 2010			Spring 2011			
	Below Basic	Basic	Above Basic	Below Basic	Basic	Above Basic	
Language Environment							
Discourse Climate	5%	20%	75%	5%	10%	85%	.17
Opportunities for Extended Conversations	25%	5%	70%	5%	15%	80%	.01
Efforts to Build Vocabulary	15%	10%	75%	10%	15%	75%	.01
Phonological Awareness	50%	10%	40%	20%	30%	50%	.09
Books and Book Reading							
Organization of Book Area	0%	15%	85%	5%	0%	95%	.68
Characteristics of Books	0%	10%	90%	5%	0%	95%	.41
Books for Learning	25%	50%	25%	15%	15%	70%	.03
Approaches to Book Reading	15%	10%	75%	10%	5%	85%	.02
Quality of Book Reading	11%	6%	83%	0%	6%	94%	.10
Print and Early Writing							
Early Writing Environment	5%	45%	50%	10%	10%	80%	.07
Support for Children's Writing	40%	20%	40%	10%	25%	65%	.03
Environmental Print	5%	25%	70%	5%	15%	80%	.11

Teachers support the development of young children's higher order thinking skills and understanding of the world and the way things work.

The CLASS Instructional Support domain was used to measure growth in this area. From fall 2010 to spring 2011 mean scores significantly increased in all areas (see Table 4-7).

Table 4-7
CLASS Instructional Support Domain, Fall 2010 to Spring 2011

Domain and Dimensions	Percentage of MTPEL Classrooms With CLASS Score							
	Fall 2010				Spring 2011			
	Low	Middle	High	Mean (SD)	Low	Middle	High	Mean (SD)
Instructional Support	21%	74%	5%	4.1 (1.4)	0%	58%	42%	4.8 (1.1) ¹
Concept Development	16%	68%	16%	4.3 (1.5)	0%	47%	53%	5.0 (1.1) ²
Quality of Feedback	16%	79%	5%	4.1 (1.3)	0%	53%	47%	4.9 (1.1) ³
Language Modeling	26%	68%	5%	3.8 (1.5)	5%	58%	37%	4.5 (1.3) ⁴

¹ *p*=.01; ² *p*=.02; ³ *p*=.00; ⁴ *p*=.02

Teachers create environments and differentiated instructional opportunities that meet the needs of diverse learners.

The ELLCO Curriculum domain and the CLASS Instructional Support domain (see Table 4-8) were used to measure growth in this area. From fall 2010 to spring 2011, the percentage of classrooms scoring in the three ranges “Below Basic,” “Basic” and “Above Basic” remained virtually unchanged (see Table 4-8).

Table 4-8
ELLCO Curriculum Domain, Fall 2010 to Spring 2011

Percentage of MTPEL Classrooms With ELLCO Score							
ALL MTPEL (N=20)	Fall 2010			Spring 2011			Wilcoxon Sign Test <i>p</i> value
	Below Basic	Basic	Above Basic	Below Basic	Basic	Above Basic	
Curriculum Dimensions							
Approaches to Curriculum	10%	20%	70%	10%	15%	75%	.19
Opportunities for Child Choice and Initiative	10%	10%	80%	0%	20%	80%	.19
Recognizing Diversity in the Classroom	0%	15%	85%	0%	20%	80%	.37

Teachers use information and data from a variety of sources to understand children’s instructional needs and to improve teaching and learning for young children.

Data from interviews were used to evaluate progress on the sixth standard. According to Early Reading First Specialists, there was a strong focus in professional development this year to help teachers understand the data from the classroom observations and use it to change their practices in the classroom. Furthermore, the use of data from the two curriculums was emphasized to help increase teachers’ awareness that if children are successful here, they will be prepared to be successful in kindergarten.

Most interviewed coaches also indicated that the increased use of data had occurred in their centers. For example, some teachers were having success providing instruction to their children identified as needed additional Tier 2 and Tier 3 support. In that center, the teachers and coaches “created a template to keep track of assessment data” so that the needs of those children could be specifically addressed. A second coach indicated that teachers had a lot of success this year “looking at data to identify gaps in skills and focus their energy in those areas with those children.” A third coach indicated that teachers in her centers were ready to begin looking at the PPVT and TOPEL data. These assessments were administered by the MTPEL assessment team and the data had not yet been shared with center staff members. Another aspect of the successful implementation of data was reported by a fourth coach who said that her teachers were still struggling with finding the time to get everything done. This included the use of “gains charts,” something they had never used before.

Family Involvement

The MTPEL program encourages parental participation in order to increase involvement in their child's education and ultimately help their child be successful in school. One measure of the impact of parental participation in educational opportunities on their child's preparedness for kindergarten is parent self-reports. According to parents completing the Parent Survey, the majority found these activities at least "somewhat" helpful in helping them prepare their child to go to kindergarten (see Table 4-9).

Table 4-9
Family Involvement in Family Literacy Activities

Event	Helped them to get their child ready to go to kindergarten "somewhat" or "a lot" (N=156)
Family Literacy	
Attend events at your child's preschool where you learned about the MTPEL program, Family Literacy Kits, field trips, and other activities available to you and your child	72%
Use a Family Literacy Kit at home with your child	81%
Attend field trips with your child	70%

A second measure of the impact of parental participation in educational opportunities is coach reports. Coaches reported three primary benefits of parents participating in the family literacy activities. First, it raised parental awareness that the preschool community considered parents "part of the team." In fact one preschool developed a new mission statement:

It takes a team to educate a child: parents, teachers and community. (Coach)

In a related vein, for parents who might not have had a positive experience with school themselves, they were "welcomed into a safe, non-intimidating place," where they could establish positive relationships with center staff members. This helped contribute "to the start of the school experience on a good note."

Second, parents' participation in MTPEL events provided them with the tools they needed to continue to help their child learn at home. The family literacy kits provided materials for parents and children to engage in hands-on learning together. Their participation in events and field trips also increased their exposure to the community and built background knowledge, it allowed them to experience positive conversations between children and teachers, and provided a common language for the children between school and home.

Finally, in terms of transitioning children to kindergarten, preschool provided parents a warmer, gentler introduction to school life. When children do start kindergarten, parents will be less overwhelmed, they will have less anxiety because they will know what to expect, and it will add an "essence of calmness" to the transition process.

Summary

Between winter 2010 and spring 2011, the overall score of Part One of the Teacher Knowledge Survey increased significantly—from 62 to 67 percent. Staff members continued to be most knowledgeable in the area of reading. This was followed by working with ELLs, emergent writing, differentiating instruction, and incorporating the families and cultures of the children in their classrooms. Again, some of the skills endorsed by the NELP as being predictive of later literacy skills (e.g. letter knowledge, phonological awareness, and print awareness) were areas in which respondents answered fewer questions correctly. Staff members answered significantly more items correctly in the areas of assessment, differentiating instruction, emergent writing, and math.

Over this same time period, staff members also reported increased confidence and significantly increased efficacy in their ability to work with young children. They were most confident that they could help, motivate, and support the children in their classroom in regard to early language, literacy, and writing. While the vast majority of teachers were also confident in their ability to *teach* letter sounds, fewer were as confident in their ability to teach rhymes, alphabet letters, and early writing skills. Significantly more teachers reported understanding language concepts, being effective at tracking children's early literacy development, and teaching early reading and writing skills. While, the overall Attitudes About Learning score decreased, this was the result of changes in teachers' perceptions about committing time and energy to learning.

Analyses of CLASS and ELLCO data showed that the six standards for teacher practice identified in the grant were positively impacted; however, only three reached levels of statistical significance:

- Teachers support the development of young children's higher order thinking skills and understanding of the world and the way things work.
- Teachers support the development of young children's language and early literacy skills throughout the day, using intentional, playful, and engaging instruction.
- Teachers create environments and differentiated instructional opportunities that meet the needs of diverse learners.

Dimensions where significant gains were achieved included those addressing oral language, reading, and writing:

- Opportunities for Extended Conversations
- Efforts to Build Vocabulary
- Quality of Feedback
- Language Modeling
- Books for Learning
- Approaches to Book Reading
- Support for Children's Writing
- Concept Development

The sixth standard—teachers use information and data from a variety of sources to understand children’s instructional needs and to improve teaching and learning for young children—was addressed using data from other sources. The Early Reading First Specialists reported that professional development was provided in areas to support this standard, and coaches reported that teachers were increasing their use of data from a variety of sources.

The MTPEL program encouraged parental participation in order to increase parent involvement in their child’s education and ultimately to help their child be successful in school. Parents indicated that the MTPEL activities they participated in were at least “somewhat” helpful in assisting them prepare their child for kindergarten. Furthermore, center coaches reported that parent participation increased parents’ awareness that they were “part of the team,” provided them with the tools they needed to help their child learn at home, and helped reduce anxiety associated with their child’s transition to kindergarten.

CHAPTER FIVE: CHILD OUTCOMES

This chapter looks at changes in children's early literacy skills as measured by three assessments—the Peabody Picture Vocabulary Test 4 (PPVT), the Phonological Awareness Literacy Screening (PALS), and the Test of Preschool Early Literacy (TOPEL)—and teacher reports of children's status in listening comprehension.

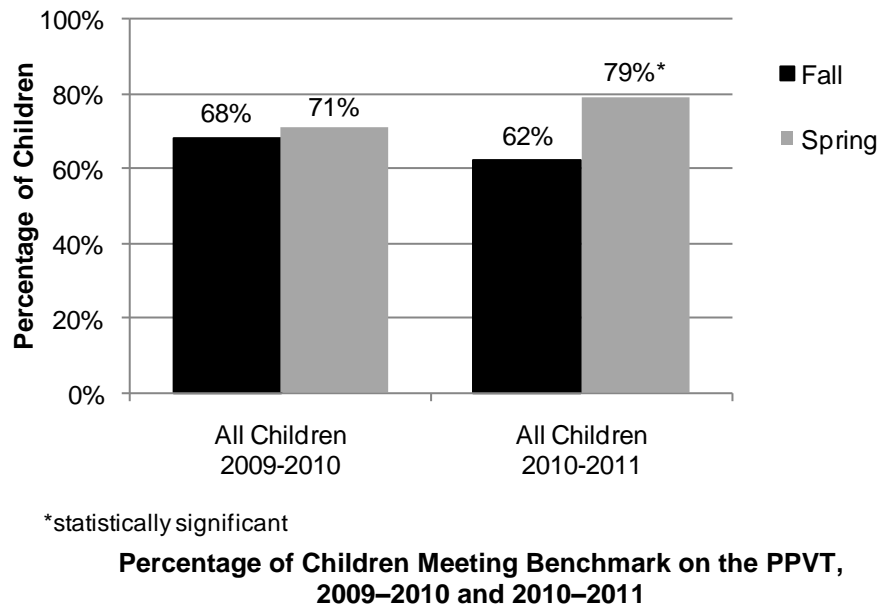
The chapter begins with an overall analysis of all the Montana Partnership for Early Learning (MTPEL) children's performance on the assessments administered in fall 2010 and spring 2011. These analyses describe the percentage of children who have gained the early literacy skills levels necessary to participate effectively in school and become proficient in reading and are based on scores established by the test developers and conversations with MTPEL staff members. It concludes with an analysis of teacher-reported data on listening comprehension. The second section of the chapter also studies the percentage of children who have become proficient in early reading skills, but uses an achievement gap analysis to determine if American Indian children are closing the achievement gap with their white peers, and if children receiving special education services are closing the achievement gap with their peers who do not receive such services.

PPVT

The PPVT produces a raw score which is converted into a standard score. An average standard score on the PPVT is 100. Children receiving a score between 85 and 115 are considered "Average," with those scoring between 85 and 99 "Low Average," and those scoring between 101 and 115 "High Average." See Chapter One for further interpretation of PPVT scores. In this chapter, a standard score of 90 was used as "benchmark." Children with standard scores of less than 90 are considered not to have met benchmark, and those with standard scores of at least 90 are considered to have met benchmark.

Figure 5-1 shows changes in the percentages of children who met benchmark on the PPVT in winter and spring 2010 and fall 2010 and spring 2011. From fall 2010 to spring 2011 there was a statistically significant increase of 17 percentage points in children meeting benchmark (62% to 79%) (McNemar test $p=.000$). A slightly larger proportion of children were at benchmark in spring 2011 compared to spring 2010 (79% compared to 71%).

Figure 5-1



Additional PPVT data can be found in Appendix B.

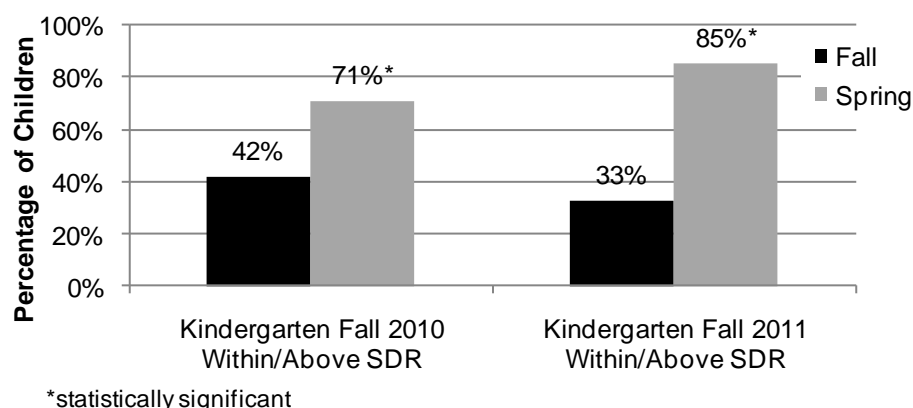
PALS

Three PALS tasks were administered to MTPEL children: Name Writing, Upper-Case Alphabet Recognition, and Letter Sounds. The PALS provides a “Spring Development Range” (SDR) for four-year-old children who are preparing to start kindergarten. Children of this age are expected to score at least a “5” on the name writing rubric, to correctly identify at least 12 upper-case alphabet letters, and to correctly make at least four letter sounds.

Name Writing

Figure 5-2 shows the percentage of children age-eligible to attend kindergarten within/above the Spring Developmental Range (SDR) on the PALS Name Writing task in winter and spring 2010 and fall 2010 and spring 2011. It shows that one-third (33%) of children age-eligible to attend kindergarten scored within or above the SDR in fall 2010, while over four-fifths (85%) did so in spring 2011. This increase was statistically significant (McNemar test $p=.000$). A larger proportion of children were at benchmark in spring 2011 compared to spring 2010 (85% compared to 71%).

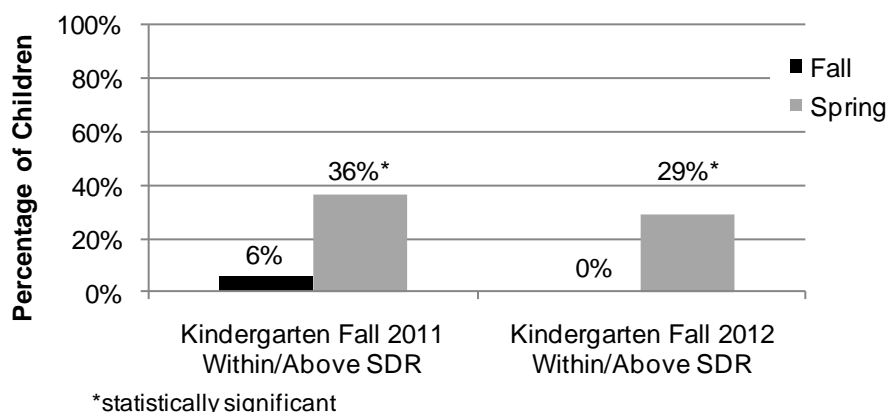
Figure 5-2



Percentage of Children, Age-eligible to Attend Kindergarten in Fall, with PALS Name Writing Scores Within/Above the Spring Developmental Range, 2009–2010 and 2010–2011

Figure 5-3 shows the same information for children not age-eligible to attend kindergarten in fall (i.e., children eligible to attend a second year of preschool). No children scored within or above the SDR in fall 2010, but about one-third (29%) did so in spring 2011. This increase was also statistically significant (McNemar test $p=.000$). A slightly smaller proportion of children were at benchmark in spring 2011 compared to spring 2010 (29% compared to 36%).

Figure 5-3

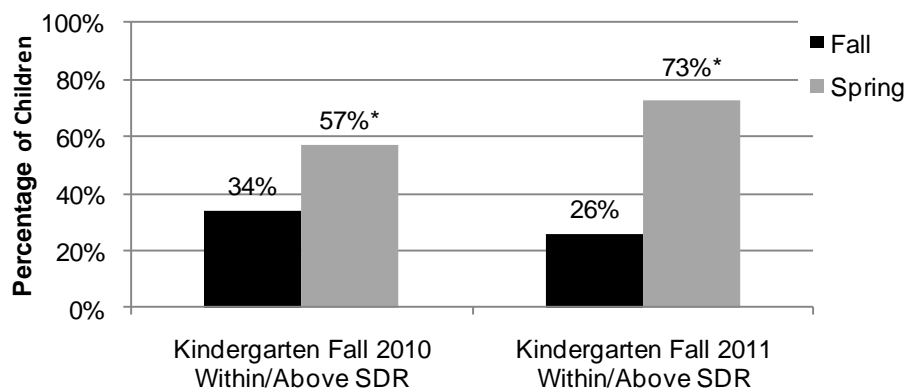


Percentage of Children, Not Age-eligible to Attend Kindergarten in Fall, with PALS Name Writing Scores Within/Above the Spring Developmental Range, 2009–2010 and 2010–2011

Upper-Case Alphabet Recognition

Figure 5-4 shows the percentage of children age-eligible to attend kindergarten within or above the SDR on the PALS Upper-Case Alphabet Recognition task in winter and spring 2010 and fall 2010 and spring 2011. It shows that one-quarter of children (26%) scored within or above the SDR in fall 2010, while almost three-quarters (73%) did so in the spring 2011. This increase was statistically significant (McNemar test $p=.000$). A larger proportion of children were at benchmark in spring 2011 compared to spring 2010 (73% compared to 57%).

Figure 5-4

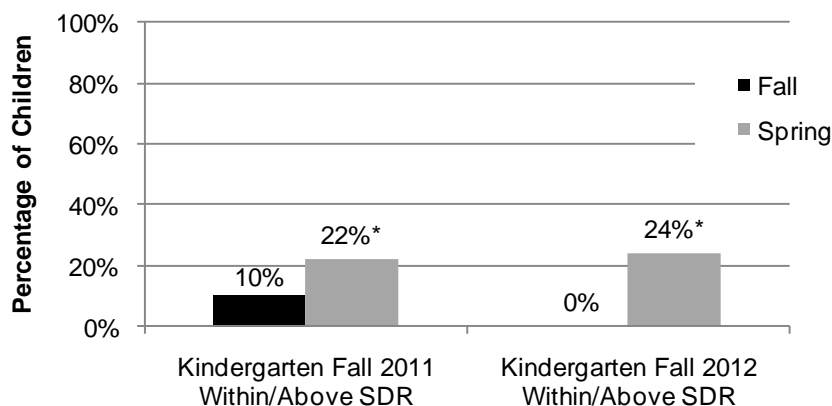


*statistically significant

Percentage of Children, Age-eligible to Attend Kindergarten in Fall, with PALS Upper-Case Alphabet Recognition Scores Within/Above the Spring Developmental Range, 2009–2010 and 2010–2011

Figure 5-5 shows the same information for children eligible to attend a second year of preschool. None of the children scored within or above the SDR in fall 2010; by spring 2011, one-quarter (24%) did so. This increase was also statistically significant (McNemar test $p=.000$). A slightly larger proportion of children were at benchmark in spring 2011 compared to spring 2010 (24% compared to 22%).

Figure 5-5



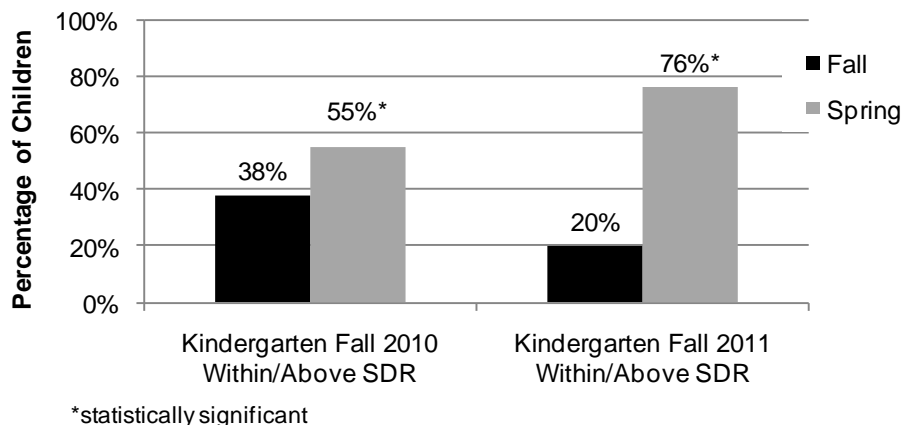
*statistically significant

Percentage of Children, Not Age-eligible to Attend Kindergarten in Fall, with PALS Upper-Case Alphabet Recognition Scores Within/Above the Spring Developmental Range, 2009–2010 and 2010–2011

Letter Sounds

Figure 5-6 shows the percentage of children within or above the SDR on the PALS Letter Sounds task in winter and spring 2010 and fall 2010 and spring 2011. It shows that one-fifth of children (20%) age-eligible to attend kindergarten scored within or above the SDR in fall 2010; three-quarters (76%) did so in spring 2011. This increase was statistically significant (McNemar test $p=.000$). A larger proportion of children were at benchmark in spring 2011 compared to spring 2010 (76% compared to 55%).

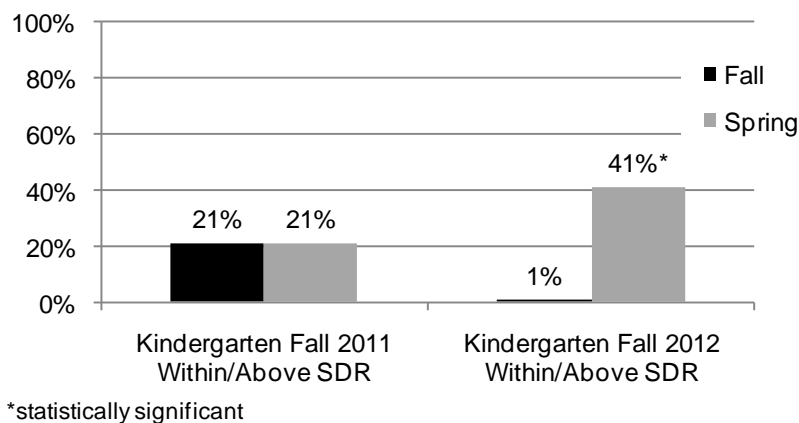
Figure 5-6



**Percentage of Children, Age-eligible to Attend Kindergarten in Fall,
with PALS Letter Sounds Scores Within/Above the Spring Developmental Range,
2009–2010 and 2010–2011**

Figure 5-7 shows the same information for children eligible to attend a second year of preschool. One percent of the children scored within or above the SDR in fall 2010; two-fifths (41%) did so by spring 2011. This increase was also statistically significant (McNemar test $p=.000$). A larger proportion of children were at benchmark in spring 2011 compared to spring 2010 (41% compared to 21%).

Figure 5-7



**Percentage of Children, Not Age-eligible to Attend Kindergarten in Fall,
with PALS Letter Sounds Scores Within/Above the Spring Developmental Range,
2009–2010 and 2010–2011**

Additional PALS data can be found in Appendix B.

TOPEL

The TOPEL also produces a raw score which is converted into a standard score. An average standard score on the TOPEL is 100. The TOPEL standard scores place a child in one of three categories; a score above 110 is considered “Above Average,” a score from 90 to 110 is considered “Average,” and a score less than 90 is considered “Below Average.” See Chapter One for further interpretation of TOPEL scores. Again, a standard score of 90 was used as “benchmark.”

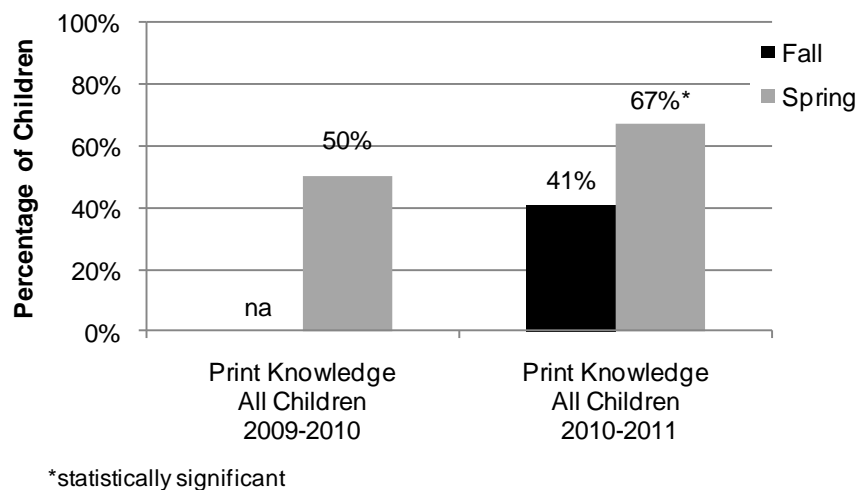
Three TOPEL subtests were administered to MTPEL children: Print Knowledge, Definitional Vocabulary, and Phonological Awareness. The Early Literacy Index was also calculated.

Figure 5-8 to 5-11 show the percentages of children meeting benchmark in spring 2010, and changes in the percentages of children meeting benchmark from fall 2010 to spring 2011, on the three TOPEL subtests and the Early Literacy Index. Statistically significant increases in the percentage of children meeting benchmark were obtained in all cases (McNemar test $p=.000$)

- Print Knowledge subtest—increase of 26 percentage points (41% to 67%)
- Definitional Vocabulary subtest— increase of 20 percentage points (64% to 84%)
- Phonological Awareness subtest— increase of 34 percentage points (38% to 72%)
- Early Literacy Index— increase of 34 percentage points (38% to 72%)

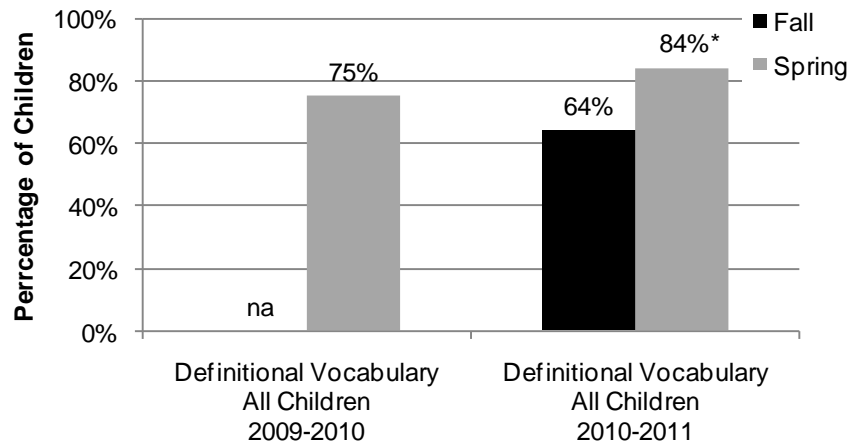
These figures also show that larger proportions of children were at benchmark on the four TOPEL measures in spring 2011 compared to spring 2010.

Figure 5-8



Percentage of Children Meeting Benchmark on the TOPEL Print Knowledge Subtest, 2009–2010 and 2010–2011

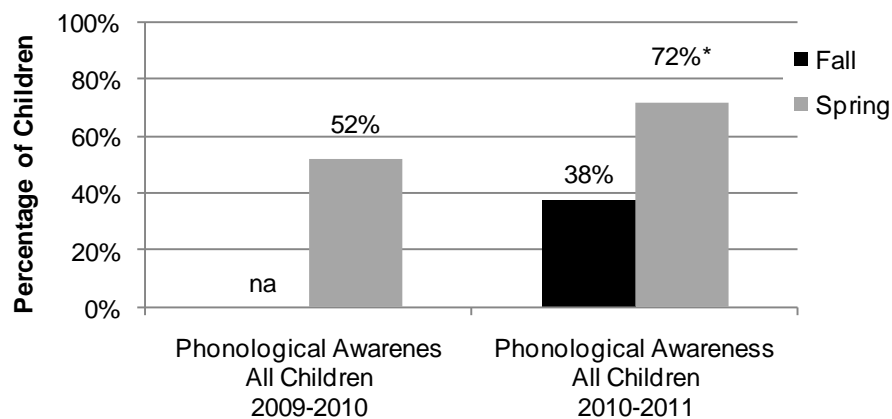
Figure 5-9



*statistically significant

Percentage of Children Meeting Benchmark on the TOPEL Definitional Vocabulary Subtest, 2009–2010 and 2010–2011

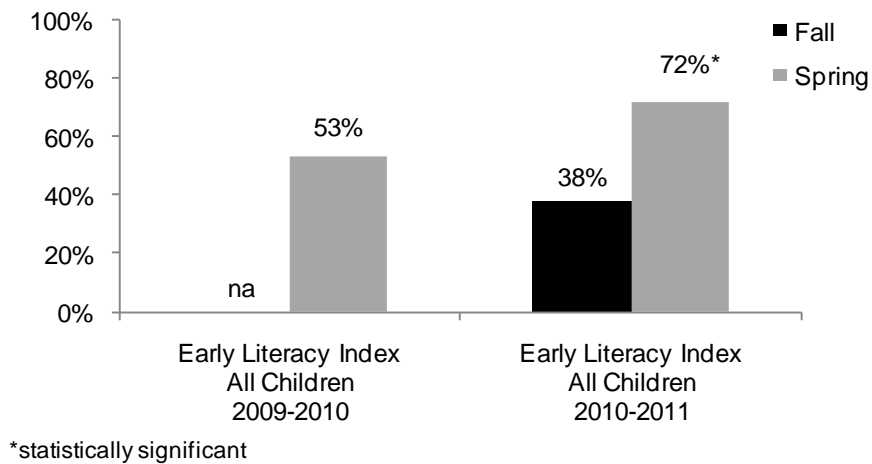
Figure 5-10



*statistically significant

Percentage of Children Meeting Benchmark on the TOPEL Phonological Awareness Subtest, 2009–2010 and 2010–2011

Figure 5-11



Percentage of Children Meeting Benchmark on the TOPEL Early Literacy Index, 2009–2010 and 2010–2011

Additional TOPEL data can be found in Appendix B.

Table 5-1 summarizes this year's results from the above analyses and includes effect sizes. An effect size is an index that measures the magnitude of the relationship between two variables in a standardized manner. Here Hedges' *g* is used to gauge the relative magnitude of the difference between achievement in the fall and spring. Descriptors for interpreting effect sizes are generally as follows: 0.20 is a small effect size, 0.50 is a medium effect size, and 0.80 is a large effect size (Cohen, 1988).

Table 5-1
Summary of PPVT, PALS, and TOPEL Data Analyses

Early Reading Skills	Percentage of Children Meeting Benchmark		Effect Size**
	Fall 2010	Spring 2011	
Oral Language			
Receptive Vocabulary: PPVT	62%	79%*	.36
Expressive Vocabulary: TOPEL Definitional Vocabulary	64%	84%*	.46
Phonological Awareness			
TOPEL Phonological Awareness	38%	72%*	.68
Print Knowledge			
TOPEL Print Knowledge	41%	67%*	.66
Alphabet Knowledge (PALS)			
Kindergarten in Fall 2011	26%	73%*	1.3
Kindergarten in Fall 2012	0%	24%*	na
Letter Sounds (PALS)			
Kindergarten in Fall 2011	20%	76%*	1.4
Kindergarten in Fall 2012	1%	41%*	na

* Statistically significant change from fall to spring.

** Effect sizes were calculated using pretest/posttest means from PPVT and TOPEL standard scores and PALS raw scores. Hedges' g is reported.

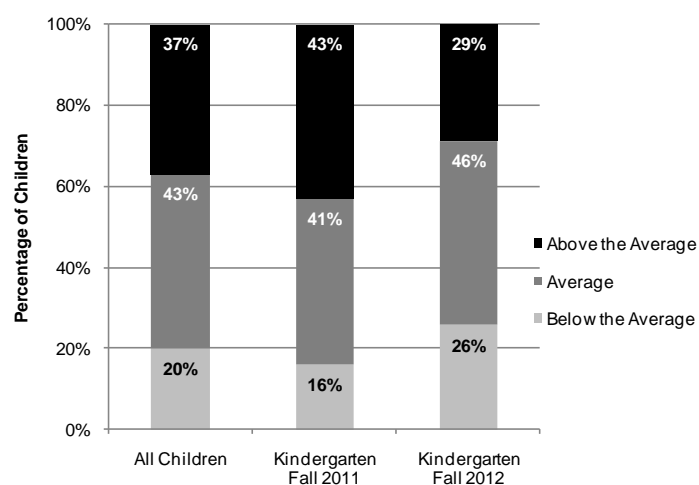
Table 5-1 shows, on all assessments, more children met benchmark in spring 2011 than fall 2010. These gains were all statistically significant and effect sizes were all in the medium to large range. By spring, the majority of children (67% to 84%) were at benchmark on any given assessment, except for the children age-eligible to attend a second year of preschool (PALS).

Listening Comprehension

Children's achievement of listening comprehension skills was measured through teachers' reports of skills they observed at the end of the year. The Staff Satisfaction Survey asked teachers to indicate the number of children in their classroom who were performing below, at, or above where the average child performs in this area.

Over three-quarters (80%) of the children were performing at or above where the average child performs, according to teacher reports (see Figure 5-12). A larger proportion of children who were age-eligible to attend kindergarten in the fall of 2011 were considered to be at or above where the average child performs (84%); a smaller proportion of children who were age-eligible to attend kindergarten in the fall of 2012 were considered to be at or above where the average child performs (75%).

Figure 5-12



Percentage of Children, Performing Below, At, or Above Where the Average Child Performs in Listening Comprehension Skills, Overall and by Age

Achievement Gap Analysis

MTPEL aims to reduce the achievement gap between two groups of children—American Indians and their white peers, and children who receive special education services and their peers who do not. To measure success in this area, the evaluation explored differences between the percentages of children meeting benchmark on the PPVT, TOPEL, and PALS, over time. If differences exist, and those differences became smaller over time, the achievement of the children in the different groups is essentially becoming more alike. Again, to have met benchmark, a child needed a standard score of at least 90 on the PPVT and TOPEL and to have a PALS score within or above the SDR. Only children age-eligible to attend kindergarten in fall 2011 are included in the PALS analyses.

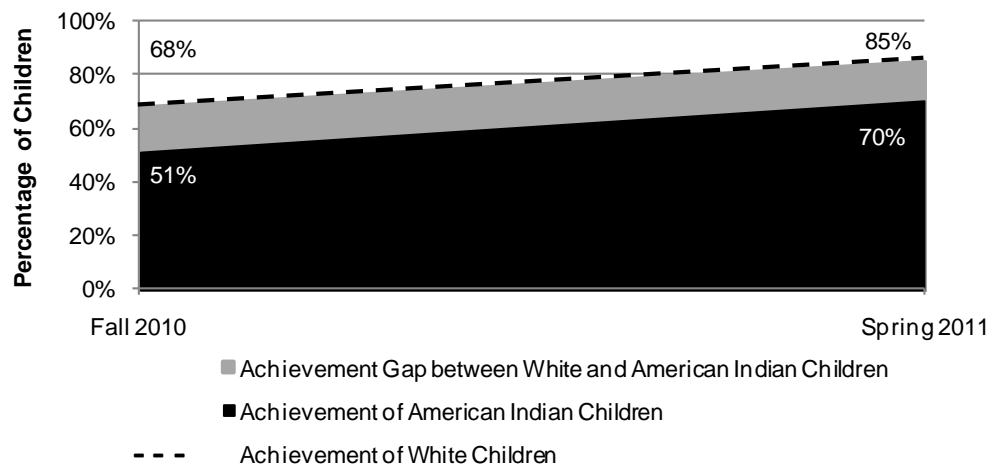
To add more information about these differences, odds ratios were calculated.⁹ In MTPEL, an odds ratio could be the ratio of the odds of one group (e.g., white children) meeting benchmark to the odds of another group (e.g., American Indian children) meeting benchmark. An odds ratio of “1” means the two groups are equally likely to meet benchmark. An odds ratio above “1” indicates the first group is more likely to meet benchmark than the latter group and an odds ratio below “1” indicates the latter group is more likely to meet benchmark than the former group.

⁹ Odds ratio=(Group 1 percentage meeting/(1-Group 1 percentage meeting))/(Group 2 percentage meeting/(1-Group 2 percentage meeting))

PPVT

White and American Indian children. Figure 5-13 shows that the achievement gap between white and American Indian children remained virtually unchanged from fall 2010 to spring 2011. The difference between the percentage of white and American Indian children meeting benchmark decreased from 17 to 15 (2 percentage points). However the odds ratio increased from 2.0 to 2.4, indicating that white children were two and a half times more likely than American Indian children to meet benchmark in the spring, compared to being twice as likely to do so in the fall. A significantly larger percentage of white children than American Indian children met the PPVT benchmark in both fall ($p=.009$) and spring ($p=.006$).

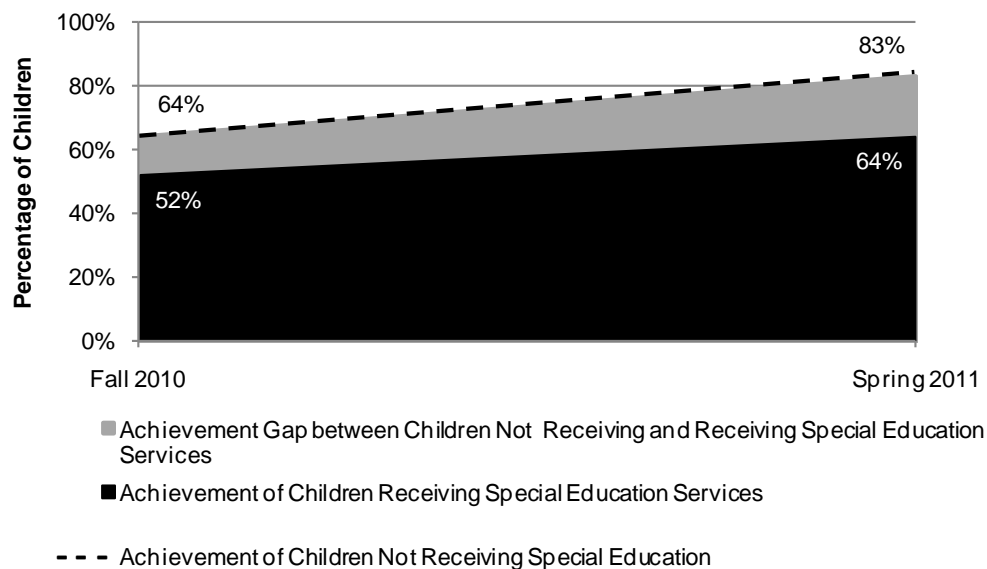
Figure 5-13



Percentage of White and American Indian Children Meeting Benchmark on the PPVT

Children not receiving and receiving special education services. On the PPVT assessment, the achievement gap *increased*, from fall 2010 to spring 2011, between children not receiving special education services and their peers who did (Figure 5-14). The difference in the percentages of these two groups of children who met benchmark on the PPVT increased from 12 to 19. Likewise, the odds ratio increased from 1.3 to 1.9. Statistically the differences were not significant in fall ($p=.165$), but they were in spring ($p=.004$).

Figure 5-14

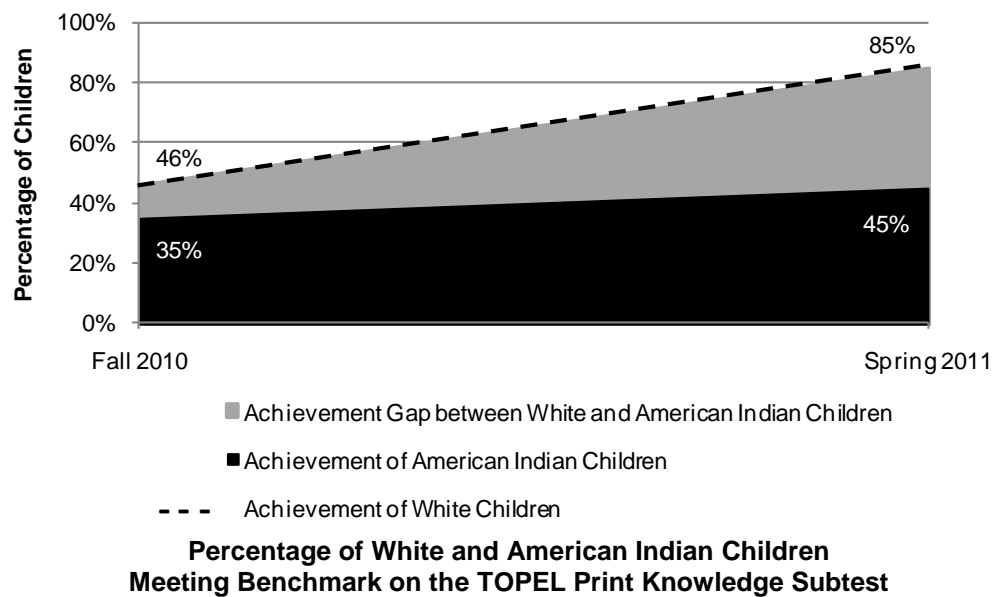


Percentage of Children Not Receiving and Receiving Special Education Services Meeting Benchmark on the PPVT

TOPEL Print Knowledge Subtest

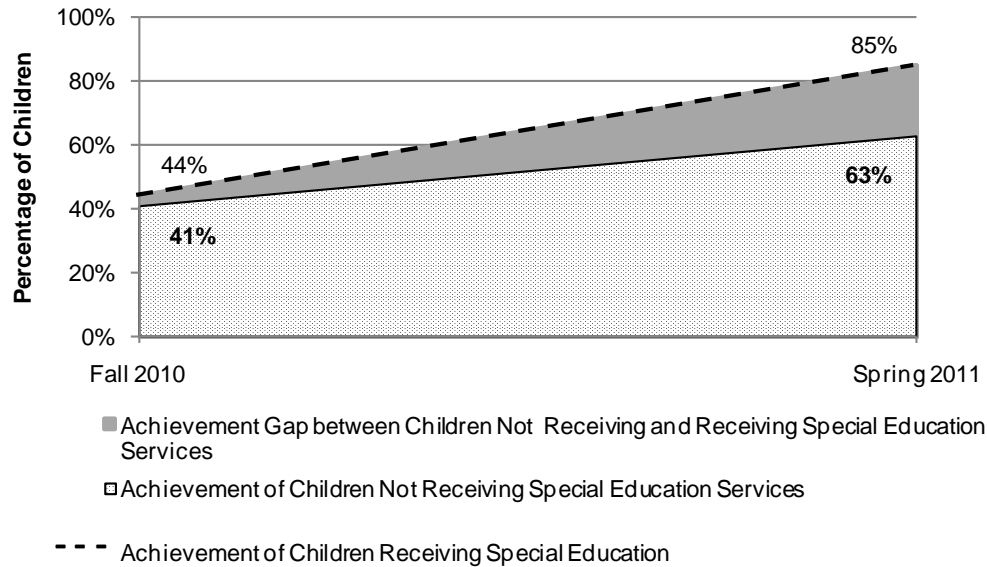
White and American Indian. Figure 5-15 shows that the achievement gap between white and American Indian children *increased* from fall 2010 to spring 2011 on the TOPEL Print Knowledge subtest. The difference between the percentage of white and American Indian children meeting benchmark increased from 11 to 40. Likewise the odds ratio increased from 1.6 to 6.9. The percentage of white and American Indian children meeting benchmark was statistically equivalent in the fall ($p=.114$). By spring, a significantly larger percentage of white children than American Indian children were meeting benchmark ($p=.000$).

Figure 5-15



Children not receiving and receiving special education services. On the TOPEL Print Knowledge subtest, the achievement gap *increased*, from fall 2010 to spring 2011, between children not receiving special education services and their peers who did (Figure 5-16). The difference between the percentages of the two groups of children who met benchmark on the subtest increased from 3 to 22, and the odds ratio decreased from 0.9 to 0.3. In this case, a slightly larger proportion of children receiving special education services (not statistically significant, $p=.719$) than those children who were not receiving such services met benchmark in the fall, but a significantly larger proportion of children receiving special education services ($p=.006$) than those who were not receiving such services met benchmark in the spring.

Figure 5-16

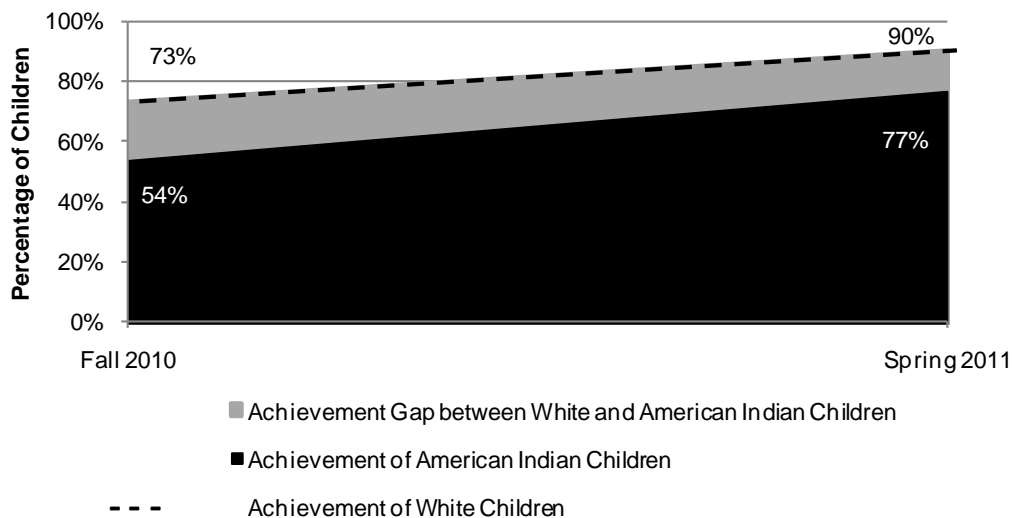


Percentage of Children Not Receiving and Receiving Special Education Services Meeting Benchmark on the TOPEL Print Knowledge Subtest

TOPEL Definitional Vocabulary Subtest

White and American Indian. Figure 5-17 shows that the achievement gap between white and American Indian children remained virtually unchanged, from fall 2010 to spring 2011, on the TOPEL Definitional Vocabulary subtest. The difference between the percentage of white and American Indian children meeting benchmark on this subtest decreased from 19 to 13. However, the odds ratio increased from 2.3 to 2.7. Significantly larger proportions of white children than American Indian children met benchmark in fall ($p=.005$) and spring ($p=.012$).

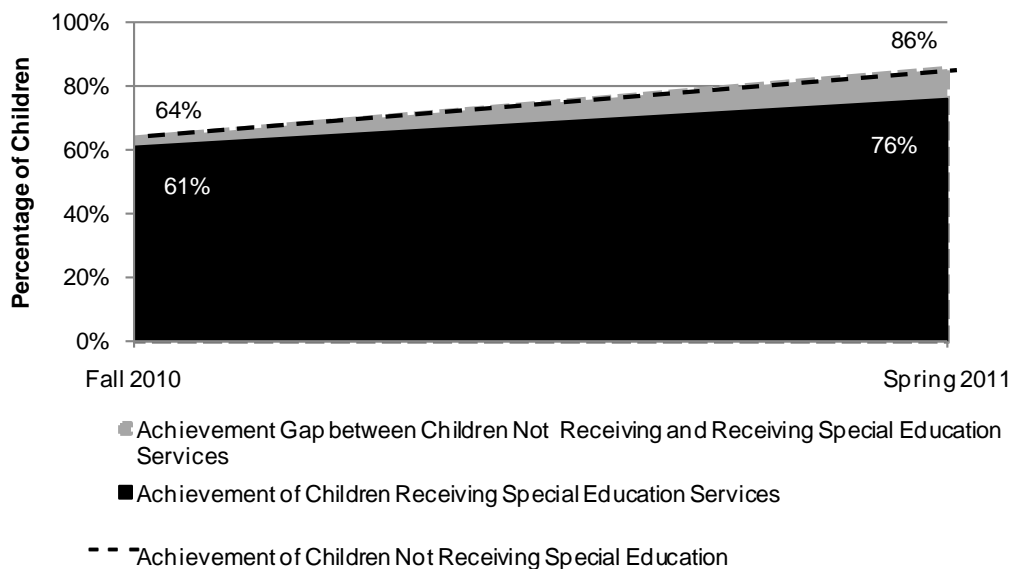
Figure 5-17



Percentage of White and American Indian Children Meeting Benchmark on the TOPEL Definitional Vocabulary Subtest

Children not receiving and receiving special education services. On the TOPEL Definitional Vocabulary subtest, the achievement gap *increased*, from fall 2010 to spring 2011, between children not receiving special education services and their peers who did (Figure 5-18). The difference between the percentages of the two groups of children who met benchmark on this subtest increased from 3 to 10. Likewise, the odds ratio increased from 1.1 to 1.9. Children receiving and not receiving special education services were equally likely to meet benchmark in the fall, but, in the spring, children not receiving special education services were twice as likely to meet benchmark as their peers who did receive special education services. The differences in the percentages of children receiving special education services and those who were not meeting benchmark in both fall ($p=.681$) and spring ($p=.105$) were not significantly different.

Figure 5-18

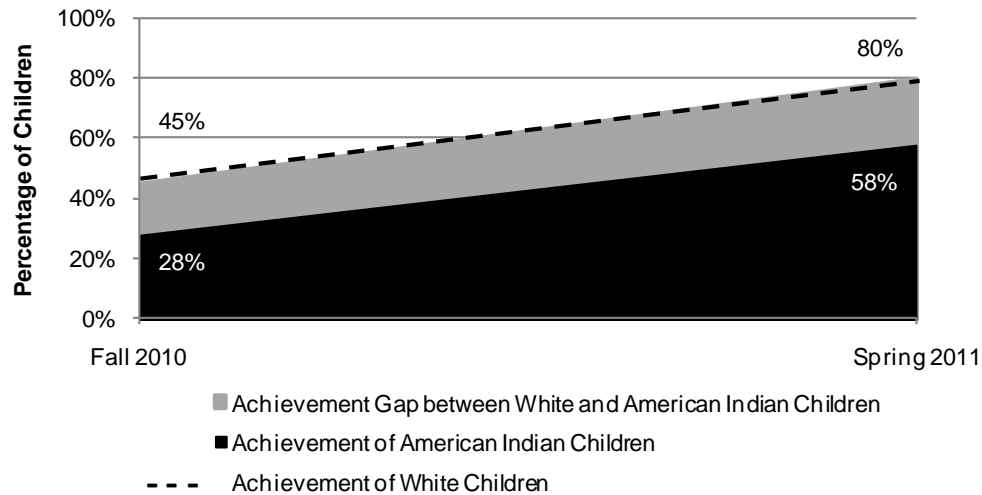


Percentage of Children Not Receiving and Receiving Special Education Services Meeting Benchmark on the TOPEL Definitional Vocabulary Subtest

TOPEL Phonological Awareness Subtest

White and American Indian. Figure 5-19 shows that the achievement gap between white and American Indian children *increased*, from fall 2010 to spring 2011, on the TOPEL Phonological Awareness subtest. The difference between the percentage of white and American Indian children meeting benchmark on this subtest increased from 17 to 22. Likewise, the odds ratio increased from 2.1 to 2.9. Significantly larger percentages of white than American Indian children met benchmark in fall ($p=.010$) and spring ($p=.001$).

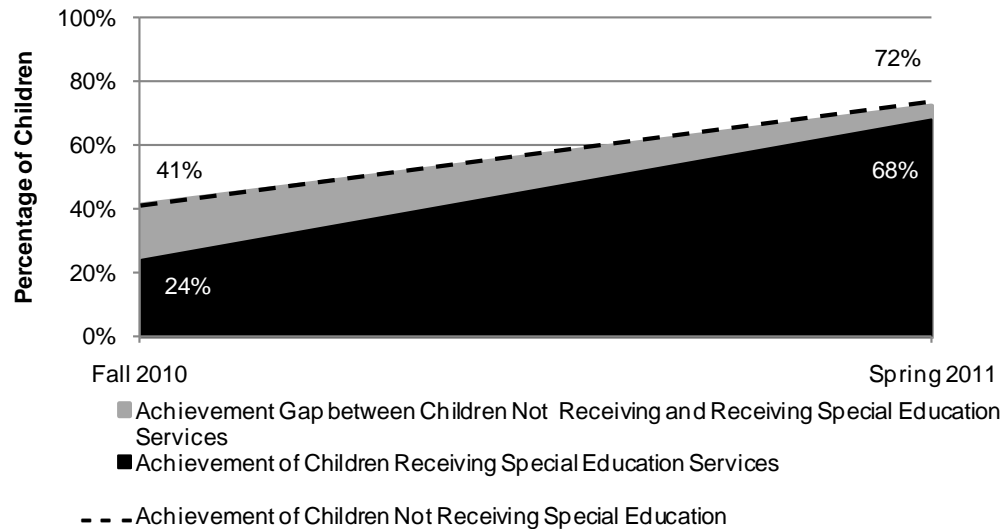
Figure 5-19



Percentage of White and American Indian Children Meeting Benchmark on the TOPEL Phonological Awareness Subtest

Children not receiving and receiving special education services. On the TOPEL Phonological Awareness subtest, the achievement gap *decreased*, from fall 2010 to spring 2011, between children not receiving special education services and their peers who did (Figure 5-20). The difference between the percentages of the two groups of children who met benchmark on this subtest decreased from 17 to 4. Likewise, the odds ratio decreased from 2.2 to 1.2. In this case, children not receiving special education services were twice as likely as children receiving special education services to meet benchmark in the fall; by spring, the two groups were equally likely to do so. The differences in the percentage of children meeting benchmark in the fall were statistically significant ($p=.049$), by spring they were not ($p=.612$)

Figure 5-20

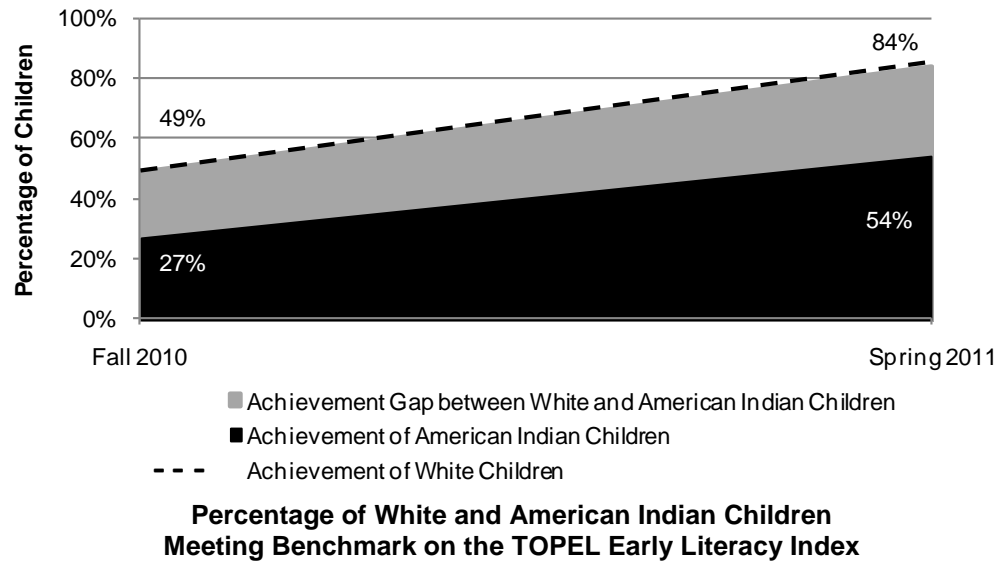


Percentage of Children Not Receiving and Receiving Special Education Services Meeting Benchmark on the TOPEL Phonological Awareness Subtest

TOPEL Early Literacy Index

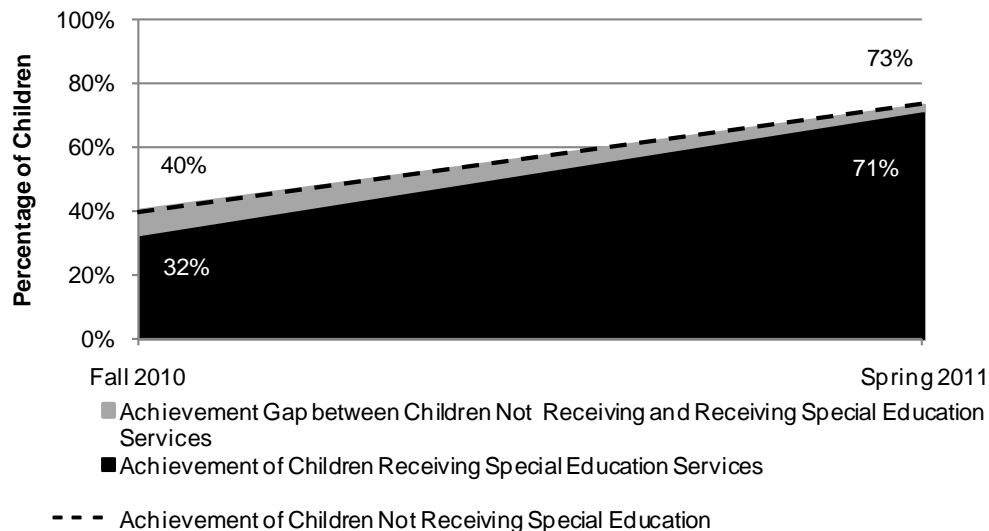
White and American Indian Children. Figure 5-21 shows that the achievement gap between white and American Indian children *increased*, from fall 2010 to spring 2011, on the TOPEL Early Literacy Index. The difference between the percentage of white and American Indian children meeting benchmark increased from 22 to 30. Likewise, the odds ratio increased from 2.6 to 4.5. Significantly larger proportions of white than American Indian children met benchmark in the fall ($p=.001$) and the spring ($p=.000$).

Figure 5-21



Children not receiving and receiving special education services. On the TOPEL Early Literacy Index, the achievement gap *decreased*, from fall 2010 to spring 2011, between children not receiving special education services and their peers who did (Figure 5-22). The difference between the percentages of the two groups of children who met benchmark on this index decreased from 8 to 2, and the odds ratio decreased from 1.4 to 1.1. Still, statistically, similar percentages of children not receiving special education services and those who were receiving such services met benchmark in fall ($p=.336$) and spring ($p=.792$).

Figure 5-22

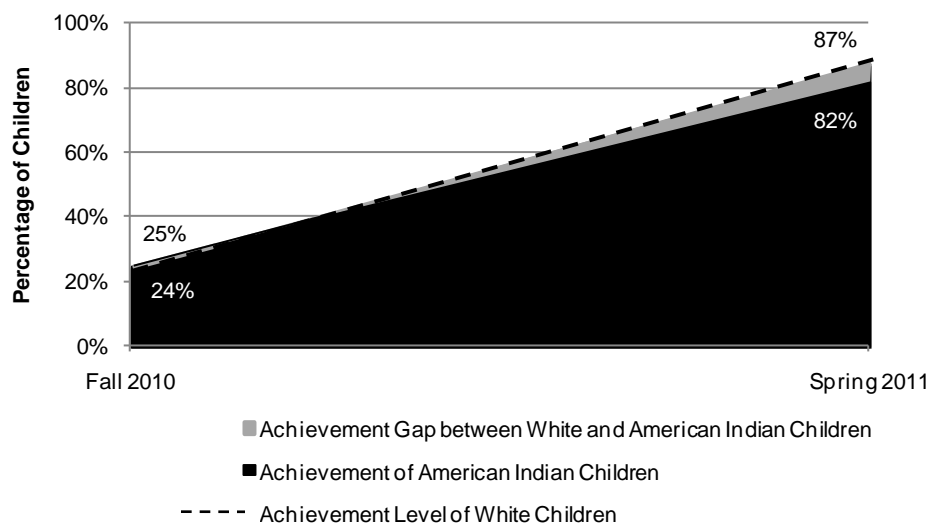


Percentage of Children Not Receiving and Receiving Special Education Services Meeting Benchmark on the TOPEL Early Literacy Index

PALS Name Writing

White and American Indian children. Figure 5-23 shows that the achievement gap between white and American Indian children *increased*, from fall 2010 to spring 2011, on the PALS Name Writing subtest. The difference between the percentage of white and American Indian children meeting benchmark on this subtest increased from 1 to 5. Likewise, the odds ratio increased from 0.9 to 1.5, indicating that the two groups were near equal in the fall, but that white children were more likely to meet benchmark in the spring than were American Indian children. The differences in the percentages of children meeting benchmark in the fall and the spring were not significantly different ($p=.964$ in fall and $p=.369$ in spring).

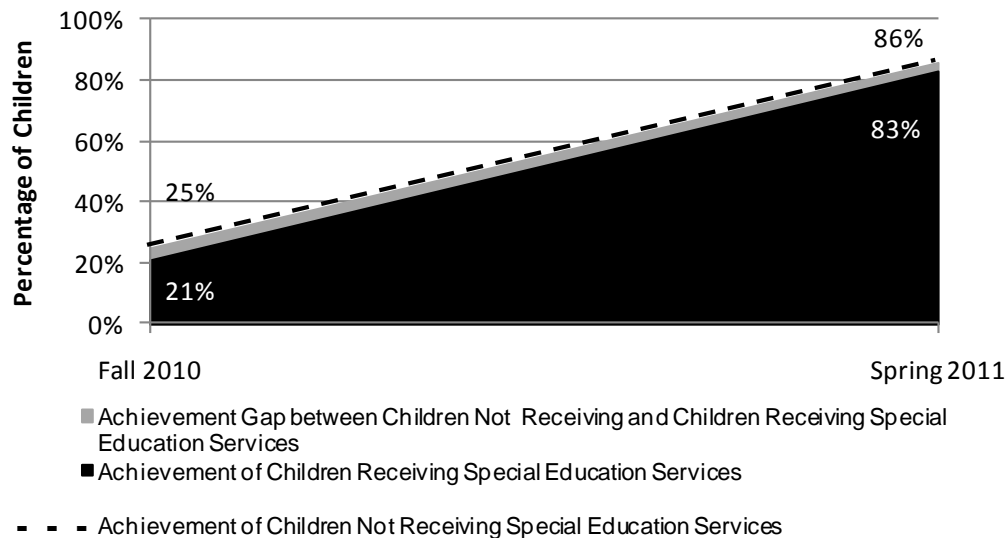
Figure 5-23



Percentage of White and American Indian Children Meeting Benchmark on the PALS Name Writing Subtest

Children not receiving and receiving special education services. On the PALS Name Writing subtest, the achievement gap remained virtually unchanged, from fall 2010 to spring 2011, between children not receiving special education services and their peers who did (Figure 5-24). The difference between the percentages of the two groups of children who met benchmark on this subtest decreased from 4 to 3, and the odds ratio remained at 1.3. The differences in the percentages of children meeting benchmark in the fall and the spring were not significantly different ($p=.662$ in fall and $p=.704$ in spring).

Figure 5-24

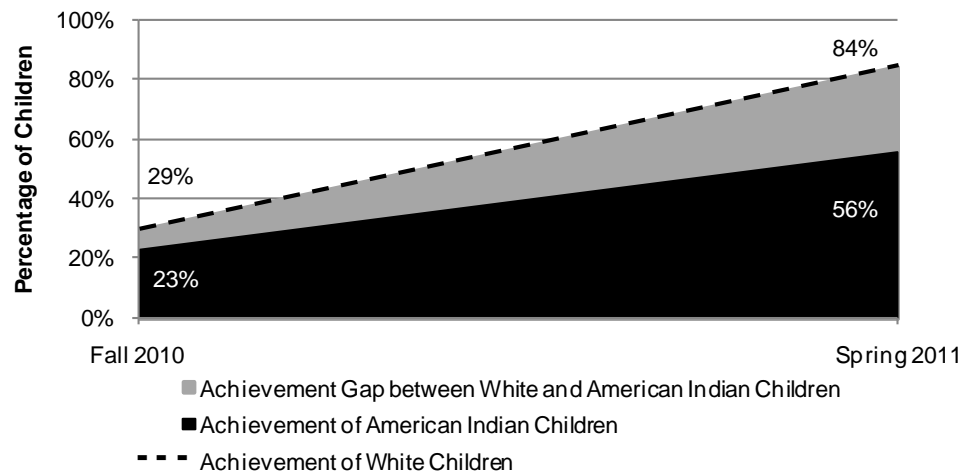


Percentage of Children Not Receiving and Receiving Special Education Services Meeting Benchmark on the PALS Name Writing Subtest

PALS Upper-Case Alphabet Recognition

White and American Indian children. Figure 5-25 shows that the achievement gap between white and American Indian children *increased* from fall 2010 to spring 2011 on the PALS Upper-Case Alphabet Recognition subtest. The difference between the percentage of white and American Indian children meeting benchmark on this subtest increased from 6 to 28. Likewise, the odds ratio increased from 1.4 to 4.1. While white children were more likely by half than American Indian children to meet benchmark in the fall, they were four times more likely to do so in the spring. The differences in the percentages of children meeting benchmark in the fall were not significant ($p=.469$), but by spring they were ($p=.000$).

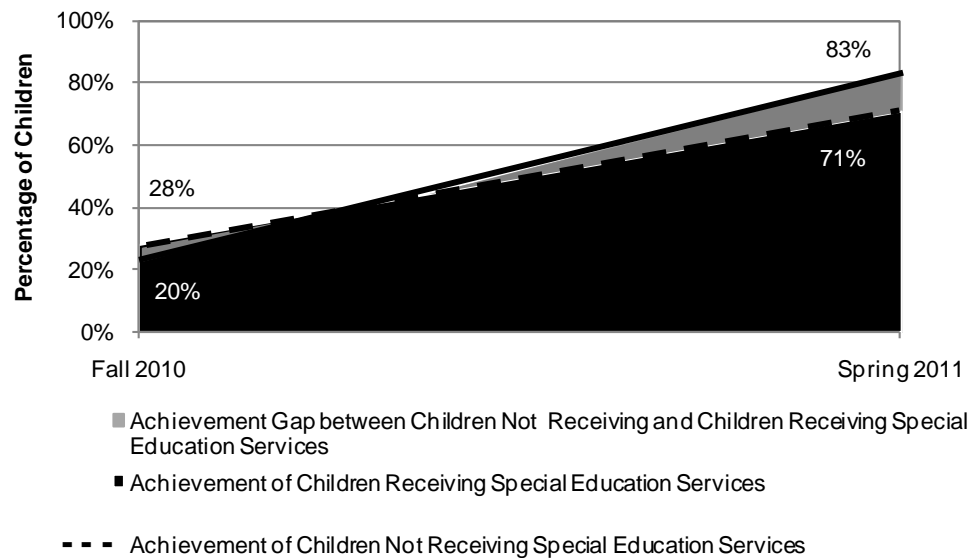
Figure 5-25



Percentage of White and American Indian Children Meeting Benchmark on the PALS Upper-Case Alphabet Recognition Subtest

Children not receiving and receiving special education services. On the PALS Upper-Case Alphabet Recognition subtest, the achievement gap *increased*, from fall 2010 to spring 2011, between children not receiving special education services and their peers, who did (Figure 5-26). The difference between the percentages of the two groups of children who met benchmark on this subtest increased from 8 to 12, but the odds ratio decreased from 1.6 to 0.5. In the fall, *children not receiving special education services* were 50 percent more likely than their peers, who did, to meet benchmark; in the spring, *children who received special education services* were 50 percent more likely than their peers, who did not, to achieve benchmark on this subtest. The differences in the percentages of children meeting benchmark in the fall and the spring were not significantly different ($p=.406$ in fall and $p=.168$ in spring).

Figure 5-26

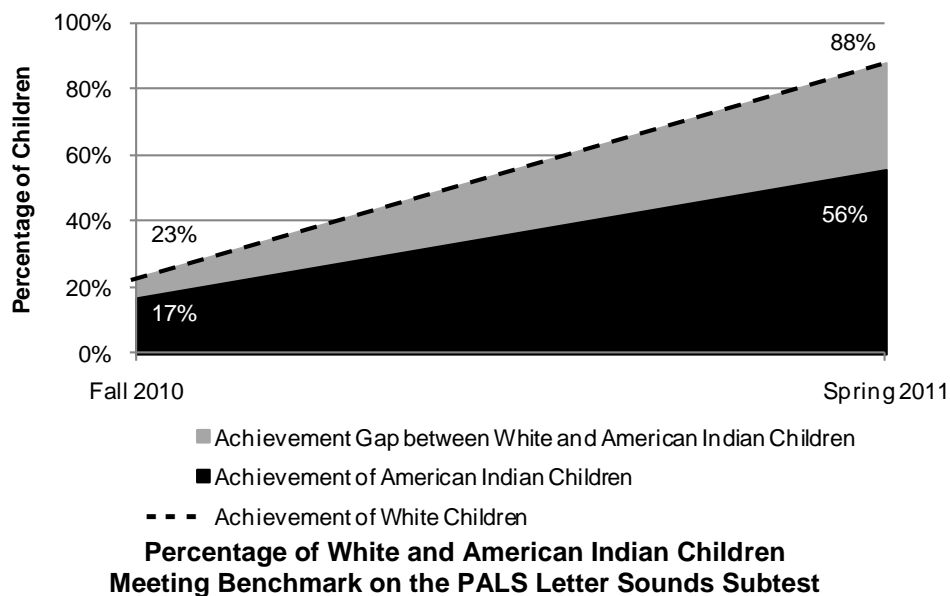


Percentage of Children Not Receiving and Receiving Special Education Services Meeting Benchmark on the PALS Upper-Case Alphabet Recognition Subtest

PALS Letter Sounds

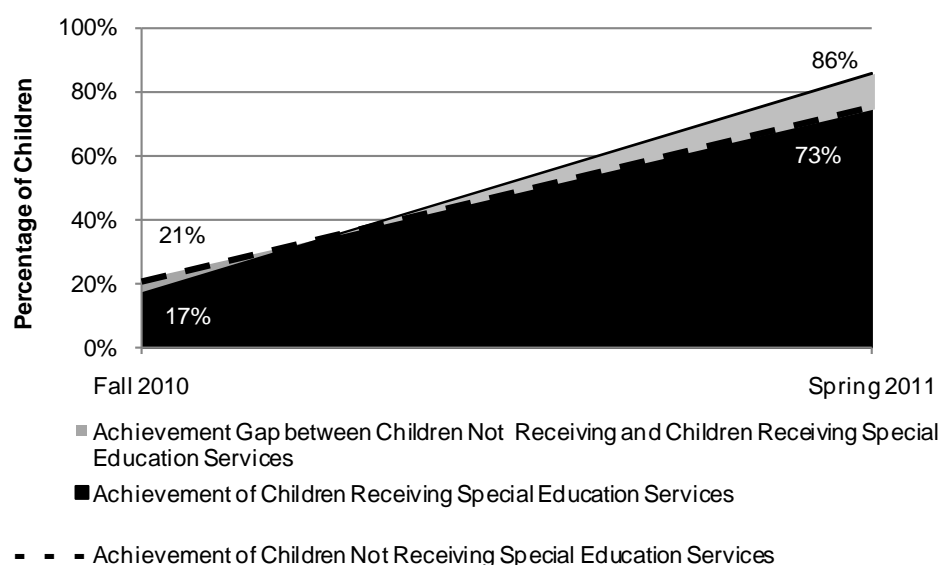
White and American Indian children. Figure 5-27 shows that the achievement gap between white and American Indian children *increased*, from fall 2010 to spring 2011, on the PALS Letter Sounds subtest. The difference between the percentage of white and American Indian children meeting benchmark on this subtest increased from 6 to 32. Likewise, the odds ratio increased from 1.5 to 5.8. While, in the fall, white children were more likely by half to meet benchmark than were American Indian children, they were almost six times more likely to do so in the spring. The differences in the percentages of children meeting benchmark in the fall were not significant ($p=.410$), but by spring they were ($p=.000$).

Figure 5-27



Children not receiving and receiving special education services. On the PALS Letter Sounds subtest, the achievement gap *increased*, from fall 2010 to spring 2011, between children not receiving special education services and their peers who did (Figure 5-28). The difference between the percentages of the two groups of children who met benchmark on this subtest increased from 4 to 13; but the odds ratio decreased from 1.3 to 0.4. In the fall, the children who did *not* receive special education services were 30 percent more likely to meet benchmark than their peers, who did; in the spring, *children receiving special education services* were 40 percent more likely than their peers, who were not receive services, to do so. The differences in the percentages of children meeting benchmark in the fall and the spring were not significantly different ($p=.639$ in fall and $p=.137$ in spring).

Figure 5-28



Percentage of Children Not Receiving and Receiving Special Education Services Meeting Benchmark on the PALS Letter Sounds Subtest

Table 5-2 summarizes results from the above analyses. MTPEL was quite successful in closing the achievement gap for children receiving special education services. The achievement gap between white and American Indian children continued to grow.

Children receiving special education services:

- Had, by spring 2011, phonological awareness skills similar to those of children not receiving such services
- Had, both in fall 2010 and spring 2011, name writing skills similar to those of children not receiving such services
- Were, by spring 2011, more likely to outperform their peers, who were not receiving such services, in upper-case alphabet recognition and letter sound skills
- Continued to outperform their peers not receiving such services in print knowledge skills

The achievement gap in oral language, both receptive and expressive, increased for children receiving special education services and American Indian children.

American Indian children continued to fall further behind their white peers in regard to print knowledge, phonological awareness, name writing, upper-case alphabet recognition, and letter sounds skills.

Table 5-2
Summary of Achievement Gap Analyses

Assessment	White and American Indian Children			Children Not Receiving and Receiving Special Education Services		
	Percentage Point Change in the Achievement Gap	Odds Ratio	Achievement Gap	Percentage Point Change in the Achievement Gap	Odds Ratio	Achievement Gap
PPVT	17–15 (-2)	2.0–2.4 (+0.4)	Increased for American Indian Children	12–19 (+7)	1.3–1.9 (+0.6)	Increased for Children Receiving Spec Educ Svcs
TOPEL						
Print Knowledge	11–40 (+29)	1.6–6.9 (+5.3)	Increased for American Indian Children	3–22 (+19)	.9–.3 (+0.6)	Increased for Children <i>Not</i> Receiving Spec Educ Svcs
Definitional Vocabulary	19–13 (-6)	2.3–2.7 (+0.4)	Increased for American Indian Children	3–10 (+7)	1.1–1.9 (+0.8)	Increased for Children Receiving Spec Educ Svcs
Phonological Awareness	17–22 (+5)	2.1–2.9 (+0.8)	Increased for American Indian Children	17–4 (-11)	2.2–1.2 (-1.0)	Decreased for Children Receiving Spec Educ Svcs
Early Literacy Index	22–30 (+8)	2.6–4.5 (+1.9)	Increased for American Indian Children	8–2 (-6)	1.4–1.1 (-0.3)	Decreased for Children Receiving Spec Educ Svcs
PALS						
Name Writing	1–5 (+4)	.9–1.5 (+0.6)	Increased for American Indian Children	4–3 (-1)	1.3	Unchanged
Upper-Case Alphabet Recognition	6–28 (+22)	1.4–4.1 (+2.7)	Increased for American Indian Children	8–12 (+4)	1.6–.5 (-1.1)	Decreased for Children Receiving Spec Educ Svcs and Increased for Children <i>Not</i> Receiving Such Svcs
Letter Sounds	6–32 (+26)	1.5–5.8 (+4.3)	Increased for American Indian Children	4–13 (+9)	1.3–.4 (-0.9)	Decreased for Children Receiving Spec Educ Svcs and Increased for Children <i>Not</i> Receiving Such Svcs

Summary

According to analyses of PPVT, PALS¹⁰, and TOPEL child assessment data, the majority of children were meeting benchmark in regard to receptive language (79%), expressive language (84%), phonological awareness (72%), print knowledge (67%), upper-case letter recognition (73%), knowledge of letter sounds (76%) and name writing ability (85%). Finally, teachers reported that the majority of children were at least average in terms of listening comprehension skills (80%). In all cases, the increases in the percentage of children meeting benchmark were statistically significant, and effect sizes were in the medium-to-large range.

During the second year of grant implementation, the RTI process intended to close the achievement gaps between white and American Indian children and children not receiving and receiving special education services, had mixed effects. Achievement gap analyses indicated that the RTI process was more effective for children receiving special education services than it was for American Indian children.

Children receiving special education services:

- Had phonological awareness skills similar to those of children not receiving such services, by spring 2011
- Had name writing skills similar to those of children not receiving such services, in fall 2010 and spring 2011
- Were more likely to outperform their peers, who were not receiving such services, in upper-case alphabet recognition and letter sound skills by spring
- Continued to outperform their peers, who did not receive such services, in print knowledge skills

The achievement gap in oral language, both receptive and expressive, increased for children receiving special education services and American Indian children.

American Indian children continued to fall further behind their white peers in the areas of print knowledge, phonological awareness, name writing, upper-case alphabet recognition, and letter sounds skills.

¹⁰ The analyses only includes children age-eligible to attend kindergarten in fall 2011.

CHAPTER SIX: DISCUSSION AND RECOMMENDATIONS

This last chapter pulls together data from the previous chapters, other analyses, and additional information from telephone interviews with Montana Partnership for Early Literacy (MTPEL) staff members and center coaches to address the extent to which MTPEL achieved its goals during the second year of implementation. The chapter ends with recommendations for the consideration of MTPEL staff members.

Discussion

MTPEL used Early Reading First funding to support staffing, professional development/training, and materials.

The project used four staff members to fulfill five roles—a Project Director who oversaw all aspects of the grant; two Early Reading First Specialists who provided professional development and technical assistance to all teachers, teacher assistants (TAs), coaches, and center directors, both off- and on-site; a Data Coordinator who was responsible for overseeing the team that administered the child assessments and classroom observation protocols and for sharing collected data with pertinent project personnel; and a Family Coordinator who was responsible for implementing the family literacy and kindergarten transition plans. Assisting these four staff members were hired consultants who also provided professional development and technical assistance. Together these staff members supported professional development offered off-site at institutes and center director and coach meetings, and on-site through coaching from Early Reading First Specialists and consultants.

In addition to the MTPEL staff members and consultants, five center coaches worked with center directors and with teachers and TAs in their classrooms. Coaches supported staff members by leading staff and coaching meetings, assisting in the classroom, and conducting formal and informal classroom observations.

Early Reading First funds continued to provide scientifically based reading research (SBRR) curriculums for implementation in 25 extended-day classrooms throughout the 2010–2011 preschool year, as well as family literacy kits for the 400+ children receiving instruction in the program.

Montana Office of Public Instruction (OPI) staff members continue to use data from a variety of sources, including internal data collection and the external evaluation, to guide their efforts.

MTPEL provided professional development content in a variety of areas.

From fall 2010 through August 2011 MTPEL offered professional development content in a variety of areas. These included:

- Curriculum implementation of *Opening the World of Learning* (OWL) and *Language for Learning* (LFL) and the development of cultural break units
- Response to Intervention (RTI); data collection, analysis, and use by teachers to inform instruction and grouping, and by coaches to inform coaching and the development of teacher portfolios
- Phonological and phonemic awareness, oral language development, and vocabulary

- *Teaching with Poverty in Mind*
- Family literacy and Dialogic Reading
- Kindergarten transition

Center directors and coaches also received professional development on instructional leadership and conducting walk-throughs, coaching, and roles and responsibilities. Teachers and coaches learned about working with young children regarding child development and meeting children's socio-emotional needs. They also learned about behavior management and positive guidance. Content on phonological and phonemic awareness, oral language development, and vocabulary was provided. The needs of English language learners (ELLs) and children receiving special education services were also addressed.

MTPEL participants attended professional development that would allow them to attain the high levels of instructional proficiency required for children to effectively participate in elementary school and become proficient in reading.

Through off-site and on-site professional development formats, a significant amount of professional development was provided. The vast majority of teachers participated in the summer and winter institutes (6 days/48 hours) and many TAs participated in the summer institute (3 days). Coaches and center directors also attended the institutes, as well as additional meetings in Great Falls geared specifically towards them. In total, coaches participated in four additional days of professional development (32 hours) and center directors participated in two additional days (16 hours). In addition, on-site coaching reinforced and supported implementation of the professional development provided off-site. Early Reading First Specialists, consultants, and center coaches worked weekly, and, at times, daily, with teachers and TAs, in and out of their classroom. On average, according to the *Record of Classroom Support* logs, teachers were visited in their classrooms five times per month; the vast majority of these visits (73%) were conducted by coaches, followed by consultants (13%), center directors (8%), and Early Reading First Specialists (7%). Overall, the professional development was well-received by the participants.

Families were supported to assist their children to effectively participate in elementary school.

MTPEL staff members worked with center staff members to support and enhance the family involvement activities already provided at their sites. MTPEL encouraged parents to participate in classroom activities, field trips, and family literacy events offered during, and after, the preschool day. At these events, family literacy kits were distributed to support parents continuing to teach their children at home. These kits contained materials matched to each of the six OWL curriculum units, allowing parents to reinforce the content provided in the classroom. In addition to these family literacy events, progress was made in strengthening communication between preschool staff members and those on the staffs of receiving elementary schools. Through implementation of the MTPEL Kindergarten Transition Plan, principals and kindergarten teachers were introduced to the MTPEL program. This introduction allowed preschool staff members to share the skills and needs of the children who would be attending kindergarten in the fall with the elementary school staff members who would be working with them. In addition, some parents participated in a kindergarten orientation and/or met their child's kindergarten teacher. It is anticipated that additional aspects of the kindergarten transition plan, including Countdown to Kindergarten and the Collaborative Community Transition Teams, will be addressed next year.

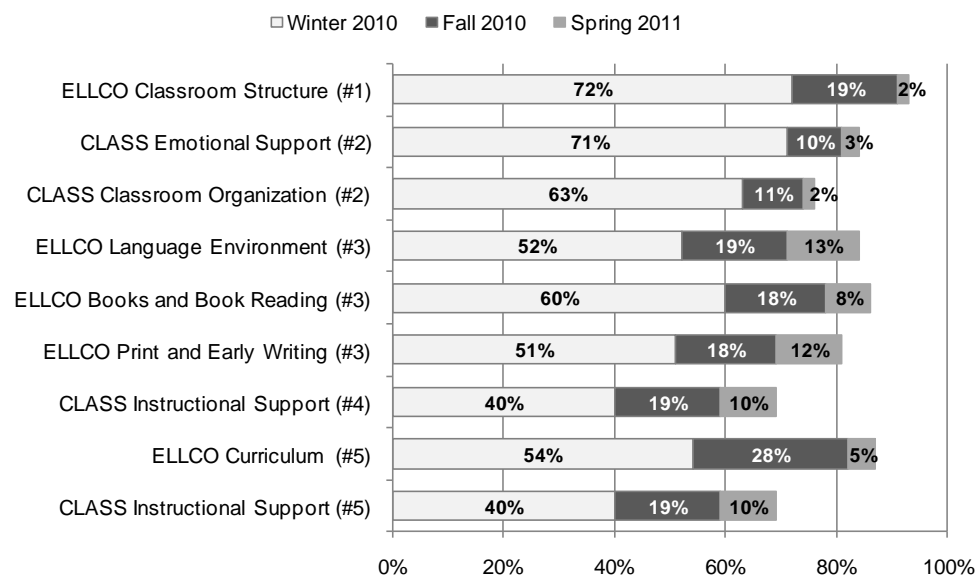
Teachers are on their way to achieving high levels of instructional proficiency with research-based practices, and classrooms are on their way to containing the materials (instructional, play) and spatial arrangements (e.g., centers) that will support the development of children’s language and early literacy skills.

MTPEL is making progress helping participating teachers incorporate six standards of effective teaching practice into their teaching repertoire. Analyses of ELLCO and CLASS observation data (data used to evaluate growth in these areas) showed that from winter 2010 to spring 2011 growth occurred in five areas:

1. Teachers are establishing rich and engaging physical learning environments (ELLCO Classroom Structure).
2. Teachers are supporting children’s abilities to attend to instruction, persist with difficult tasks, cooperate with peers and adults, and use language to solve problems (CLASS Emotional Support and Classroom Organization).
3. Teachers are supporting the development of young children’s language and early literacy skills throughout the day, using intentional, playful, and engaging instruction (ELLCO Language Environment, Books and Book Reading, and Print and Early Writing).
4. Teachers are supporting the development of young children’s higher order thinking skills, understanding of the world, and the way things work (CLASS Instructional Support).
5. Teachers are creating environments and differentiated instructional opportunities that meet the needs of diverse learners (ELLCO Curriculum and CLASS Instructional Support).

This progress is displayed in Figure 6-1, which shows the percentage of the total score for each measure attained by the project in winter 2010 and subsequent gains from winter 2010 to spring 2011.

Figure 6-1



Progress on Attaining Five Standards of Teacher Practice, Changes in ELLCO and CLASS Data

Significant growth was made in eight dimensions of the CLASS and ELLCO. Regarding oral language, classrooms increased scores in the areas of Extended Conversations, Efforts to Build Vocabulary, Quality of Feedback, and Language Modeling. Higher scores were also achieved in the category of Books, on the dimensions of Books for Learning and Approaches to Book Reading. Teachers and TAs were doing more to provide Support for Children's Writing. Finally, in the category of Instruction, Concept Development was occurring in a more noticeable way.

Interview data from Early Reading First Specialists and coaches were used to evaluate the sixth standard:

6. Teachers use information and data from a variety of sources to understand children's instructional needs and to improve teaching and learning for young children.

Early Reading First Specialists reported that there was a strong focus in professional development this year to help teachers understand the data from the classroom observations and use it to change their practices in the classroom. Center coaches reported that teachers were using assessment and progress-monitoring data, "data templates," and "gains charts" to inform instruction for the children in their classrooms. The assessment and differentiating instruction items on the Teacher Knowledge Survey were two areas where significantly more items were answered correctly between winter 2010 and spring 2011. Still, these were areas in which staff members requested more professional development, such as using data to plan instruction, differentiate instruction, and identify children for Tier 2 instruction.

Data from the Teacher Knowledge Survey indicated that teachers had the most knowledge in the areas of reading and working with English language learners (ELLs). However, while about half of teachers (52%) "Agreed" or "Strongly Agreed" they had confidence in their ability to work with ELLs, two-thirds (64%) agreed that they had the knowledge and skills to do so. Data from the Teacher Knowledge Survey also indicated that teachers had the least knowledge in the areas of teaching about letters, phonological and phonemic awareness, and print awareness. However, child assessment results indicated that these were areas where moderate to large effect sizes were obtained (as evidenced by scores from the PALS and TOPEL).

Teachers' instructional proficiencies are being applied both to children making satisfactory progress, and children for whom progress monitoring identifies the need for intervention in a RTI process.

A strong foundation for providing Tier 1 instruction has been supported, and, according to coaches, teachers have been successful in implementing OWL and LFL. Onsite professional development from coaches, Early Reading First Specialists, and consultants also addressed teachers' ability to use data from a variety of sources to support the RTI process and Tier 2 and Tier 3 instruction. Table 6-1 shows the percentage of children who were at benchmark in fall 2010 and at benchmark in spring 2011 as well as those who did not meet benchmark in fall 2010, but who did in spring 2011. These data show that teacher's instructional proficiencies were being applied to children making satisfactory progress, as, in most assessments, the vast majority of the children who were at benchmark in the fall were also at benchmark in spring. Likewise, teacher's instructional proficiencies were being applied to children identified for intervention in the RTI process, as, in most cases, at least two-thirds of the children not meeting benchmark in the fall, found success by spring.

Table 6-1
Percentage of Children Having Success in the RTI Process

Assessment	Met benchmark in fall and met benchmark in spring	Did not meet benchmark in fall, but met benchmark in spring
PPVT	95%	54%
TOPEL Print Knowledge	83%	56%
TOPEL Definitional Vocabulary	98%	60%
TOPEL Phonological Awareness	89%	61%
PALS Name Writing (Kindergarten Fall 2011)	92%	83%
PALS Name Writing (Kindergarten Fall 2012)	na	29%
PALS Upper-Case Alphabet Recognition (Kindergarten Fall 2011)	97%	65%
PALS Upper-Case Alphabet Recognition (Kindergarten Fall 2012)	na	24%
PALS Letter Sounds (Kindergarten Fall 2011)	93%	71%
PALS Letter Sounds (Kindergarten Fall 2012)	na	40%

In addition to the above analyses, results from the achievement gap analyses indicate that MTPEL was successful in closing the achievement gap for children receiving special education services. Children receiving special education services:

- Had, by spring 2011, phonological awareness skills similar to those of children not receiving such services
- Had, both in fall 2010 and spring 2011, name-writing skills similar to those of children not receiving such services
- Were, by spring 2011, more likely to outperform their peers, who were not receiving such services, in upper-case alphabet recognition and letter sound skills
- Continued to outperform their peers not receiving such services in print knowledge skills

The achievement gap in oral language, both receptive and expressive, increased for children receiving special education services and for American Indian children. American Indian children continued to fall further behind their white peers in the areas of print knowledge, phonological awareness, name writing, upper-case alphabet recognition, and letter sounds skills.

Many participating children graduated with high achievement levels in language, phonological awareness, alphabet knowledge, print awareness, and classroom skills necessary to participate effectively in elementary school and to become proficient at reading.

According to analyses of PPVT, PALS, and TOPEL child assessment data, the majority of children age-eligible to attend kindergarten in fall 2011 met benchmark in the areas of receptive language (85%),

expressive language (89%), phonological awareness (77%), print knowledge (70%), upper-case letter recognition (72%), knowledge of letter sounds (76%) and name-writing ability (85%). Over one-half of MTPEL children (51%) met benchmark in all seven tests; 14 percent did so on six tests; 8 percent did so on five tests; and 11 percent did so on four tests. Finally, teachers reported that the majority of these children were performing at least “at average” in listening comprehension skills (84%).

Children age-eligible to attend kindergarten in fall 2012, had more variable progress. While the majority of these children were scoring at benchmark in the areas of receptive and expressive language (69% and 72%, respectively), fewer were doing so in the areas of print knowledge (57%), phonological awareness (55%), knowledge of letter sounds (41%), name-writing ability (29%), and upper-case letter recognition (24%). One in ten MTPEL children (11%) met benchmark in all seven tests; 6 percent did so on six tests; 16 percent did so on five tests; and 22 percent did so on four tests. Finally, teachers reported that the majority of these children (80%) were performing at least “at average” in listening comprehension skills.

It is unknown if the children and families who participated in MTPEL in the 2009–2010 school year transitioned successfully into K-3 programs aligned with SBRR.

During the second year of grant implementation, the kindergarten transition plan was partially implemented. The evaluation will attempt to gather data from kindergarten teachers of MTPEL graduates to ascertain the extent to which the elementary schools implement a SBRR curriculum and whether the transition to kindergarten was successful based on the skills the children attained while participating in MTPEL. The MTPEL grant identified six factors from the work of Pianta and colleagues (1999) that increase the likelihood of a child having a successful kindergarten transition:

1. Children like school and look forward to going.
2. Children show steady growth in academic skills.
3. Parents and families are involved in their children’s education.
4. Kindergarten teachers have developed relationships with parents and family members prior to the start of school.
5. Parents trust teachers to understand their children’s needs and they value their efforts to promote their children’s education.
6. There are collaborative efforts between schools, parents, community groups and social service organizations.

MTPEL has been successful in addressing items 1, 2, 3, and 5. Complete implementation of the Kindergarten Transition Plan and Countdown to Kindergarten will ensure that item 5 is reinforced and items 4 and 6 are more fully addressed.

Recommendations

Education Northwest offers the following recommendations for consideration:

- Address the achievement gap between American Indian and white children. While both American Indian and white children made significant gains from fall 2010 to spring 2011 on all assessments (except on the TOPEL Print Knowledge subtest), the gains of the American Indian children were not large enough to close the achievement gap with their white peers.

Table 6-2 shows the percentage of American Indian children, by age, meeting benchmark on each of the assessment in fall and spring at the Fort Belknap and Hardin sites.

Table 6-2
Percentage of American Indian Children at Fort Belknap and Hardin Meeting Benchmark,
Fall 2010 to Spring 2011, by Age

Assessment	<u>Fort Belknap</u>		<u>Hardin</u>	
	Kindergarten Fall 2011	Kindergarten Fall 2012	Kindergarten Fall 2011	Kindergarten Fall 2012
	Fall 2010–Spring 2011	Fall 2010–Spring 2011	Fall 2010–Spring 2011	Fall 2010–Spring 2011
N	31-45	29-33	6-8	3-4
PPVT	60%–69% (+9)	42%–58% (+16)	25%–100% (+75)	75%–100% (+25)
TOPEL PK	26%–36% (+10)	45%–28% (-17)	57%– 71% (+14)	33%–100% (+67)
TOPEL DV	67%–79% (+12)	31%–66% (+35)	71%–100% (+29)	0%– 67% (+67)
TOPEL PA	33%–60% (+27)	14%–38% (+24)	57%– 71% (+14)	0%– 67% (+67)
PALS NW	23%–74% (+41)	33%–100% (+67)	0%– 19% (+19)	0%– 25% (+25)
PALS UC	21%–50% (+29)	0%–10% (+10)	17%– 50% (+33)	0%– 75% (+75)
PALS LS	18%–50% (+32)	3%–33% (+30)	33%– 50% (+17)	0%– 50% (+50)

While the number of American Indian children at Hardin is smaller than that at Fort Belknap, the table shows that Fort Belknap was successful at moving larger proportions of children to benchmark on some assessments, and Hardin was more successful on others. Overall, across all assessments and children, Fort Belknap had the smallest proportions of children at benchmark, followed by Hardin, Evergreen, Great Falls Head Start, and Great Falls Public (who had the largest proportions). MTPEL might seriously consider focusing most of their on-site support at the Fort Belknap and Hardin sites during the 2011–2012 preschool year to ensure that those centers are better-equipped to meet the needs of the American Indian children after the grant has ended.

- Focus off-site professional development for coaches on the CLASS and ELLCO domains of Instructional Support, Classroom Organization, and Print and Early Writing.
- Continue to ensure that centers are comfortable administering, analyzing, and using child assessment data that allows them to monitor the success of Tier 1 instruction and identify children with needs for Tier 2 and Tier 3 instruction.
- The state team might work with center coaches to reconcile the differences in teachers' knowledge of working with ELLs, their confidence in working with ELLs, and the outcomes of ELLs. Celebrate teachers' successes in improving the skills of their ELLs (i.e., American Indian children).
- Fully implement the Kindergarten Transition Plan and Countdown to Kindergarten.
- MTPEL offered staff members the opportunity to enroll in Montana colleges and university and earn cost-free credits related to their work in early childhood education and literacy. While a few MTPEL staff members took advantage of this opportunity, additional information about the requirements

and processes for enrolling might increase participation in this professional development format in the future.

- Focus efforts on sustainability at the centers, to ensure that the changes that have occurred over the past one and one-half years can be continued after grant funding ends.

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APPENDICES

APPENDIX A

CLASS and ELLCO Results

Table A-1. Overall MTPEL CLASS Domain and Dimension Results (Fall 2010)

ALL MTPEL (N=23) Domains and Dimensions	Percentage of MTPEL Classrooms With CLASS Score							Mean (SD)	
	Low		Medium			High			
	1	2	3	4	5	6	7	MTPEL	NCEDL ¹
Emotional Support	0%	0%	0%	4%	26%	70%	0%	5.6 (0.7)	NA
Positive Climate	0%	0%	0%	13%	17%	70%	0%	5.5 (0.7)	4.8 (1.0)
Negative Climate	96%	4%	0%	0%	0%	0%	0%	1.1 (0.1)	1.3 (0.6)
Teacher Sensitivity	0%	0%	4%	17%	22%	57%	0%	5.3 (1.0)	4.2 (1.0)
Regard for Student Perspective	0%	0%	17%	9%	39%	35%	0%	4.8 (1.1)	4.1 (0.8)
Classroom Organization	0%	0%	17%	13%	13%	57%	0%	5.0 (1.1)	NA
Behavior Management	0%	0%	13%	17%	13%	57%	0%	5.1 (1.1)	4.5 (1.0)
Productivity	0%	0%	17%	9%	22%	52%	0%	5.0 (1.0)	4.0 (0.9)
Instructional Learning Formats	0%	0%	22%	4%	13%	61%	0%	5.0 (1.2)	3.4 (1.1)
Instructional Support	0%	22%	9%	17%	43%	9%	0%	3.9 (1.5)	NA
Concept Development	9%	9%	13%	17%	35%	17%	0%	4.2 (1.5)	1.7 (0.9)
Quality of Feedback	0%	17%	13%	22%	39%	9%	0%	4.0 (1.4)	1.6 (0.9)
Language Modeling	17%	13%	4%	30%	26%	9%	0%	3.6 (1.6)	2.7 (0.7)

¹ Results are from the National Center for Early Development and Learning (NCEDL) studies. For more information see: <http://www.fpg.unc.edu/~ncedl/pages/research.cfm>

Table A-2. Overall MTPEL CLASS Domain and Dimension Results (Spring 2011)

ALL MTPEL (N=24) Domains and Dimensions	Percentage of MTPEL Classrooms With CLASS Score							Mean (SD)	
	Low		Medium			High			
	1	2	3	4	5	6	7	MTPEL	NCEDL
Emotional Support	0%	0%	0%	8%	8%	83%	0%	5.8 (0.6)	NA
Positive Climate	0%	0%	4%	4%	8%	83%	0%	5.7 (0.7)	4.8 (1.0)
Negative Climate	96%	4%	0%	0%	0%	0%	0%	1.0 (0.2)	1.3 (0.6)
Teacher Sensitivity	0%	0%	8%	8%	17%	63%	4%	5.5 (0.9)	4.2 (1.0)
Regard for Student Perspective	0%	0%	8%	13%	25%	54%	0%	5.2 (1.0)	4.1 (0.8)
Classroom Organization	0%	4%	8%	8%	21%	58%	0%	5.2 (1.1)	NA
Behavior Management	0%	8%	4%	8%	17%	63%	0%	5.1 (1.2)	4.5 (1.0)
Productivity	0%	4%	0%	17%	17%	63%	0%	5.2 (1.1)	4.0 (1.0)
Instructional Learning Formats	0%	4%	4%	13%	17%	63%	0%	5.2 (1.1)	3.4 (1.2)
Instructional Support	4%	0%	13%	25%	21%	38%	0%	4.6 (1.3)	NA
Concept Development	4%	0%	13%	17%	21%	46%	0%	4.8 (1.3)	1.7 (0.9)
Quality of Feedback	4%	0%	13%	25%	17%	42%	0%	4.7 (1.3)	1.6 (0.9)
Language Modeling	4%	4%	21%	29%	8%	33%	0%	4.2 (1.5)	2.7 (0.7)

Table A-3. Overall MTPEL CLASS Domain and Dimension Results, by Site (Fall 2010)

CLASS Domain and Dimension	Evergreen (N=2)			Fort Belknap (N=7)			Great Falls Head Start (N=8)			Great Falls Public (N=4)			Hardin (N=2)		
	Low	Medium	High	Low	Medium	High	Low	Medium	High	Low	Medium	High	Low	Medium	High
Emotional Support	0%	0%	100%	0%	86%	14%	0%	13%	88%	0%	0%	100%	0%	0%	100%
Positive Climate	0%	0%	100%	0%	71%	29%	0%	13%	88%	0%	0%	100%	0%	50%	50%
Negative Climate	100%	0%	0%	100%	0%	0%	100%	0%	0%	100%	0%	0%	100%	0%	0%
Teacher Sensitivity	0%	0%	100%	0%	100%	0%	0%	25%	75%	0%	0%	100%	0%	50%	50%
Regard for Student Perspective	0%	0%	100%	0%	100%	0%	0%	50%	50%	0%	50%	50%	0%	100%	0%
Classroom Organization	0%	0%	100%	0%	86%	14%	0%	38%	63%	0%	0%	100%	0%	50%	50%
Behavior Management	0%	0%	100%	0%	100%	0%	0%	25%	75%	0%	25%	75%	0%	0%	100%
Productivity	0%	0%	100%	0%	86%	14%	0%	50%	50%	0%	0%	100%	0%	50%	50%
Instructional Learning Formats	0%	0%	100%	0%	86%	14%	0%	38%	63%	0%	0%	100%	0%	0%	100%
Instructional Support	0%	50%	50%	71%	29%	0%	0%	100%	0%	0%	75%	25%	0%	100%	0%
Concept Development	0%	50%	50%	57%	43%	0%	0%	88%	13%	0%	50%	50%	0%	100%	0%
Quality of Feedback	0%	50%	50%	57%	43%	0%	0%	100%	0%	0%	75%	25%	0%	100%	0%
Language Modeling	0%	50%	50%	86%	14%	0%	13%	88%	0%	0%	75%	25%	0%	100%	0%

Table A-4. Overall MTPEL CLASS Domain and Dimension Results, by Site (Spring 2011)

CLASS Domain and Dimension	Evergreen (N=2)			Fort Belknap (N=6)			Great Falls Head Start (N=8)			Great Falls Public (N=4)			Hardin (N=4)		
	Low	Medium	High	Low	Medium	High	Low	Medium	High	Low	Medium	High	Low	Medium	High
Emotional Support	0%	0%	100%	0%	67%	33%	0%	0%	100%	0%	0%	100%	0%	0%	100%
Positive Climate	0%	0%	100%	0%	67%	33%	0%	0%	100%	0%	0%	100%	0%	0%	100%
Negative Climate	100%	0%	0%	100%	0%	0%	100%	0%	0%	100%	0%	0%	100%	0%	0%
Teacher Sensitivity	0%	0%	100%	0%	83%	17%	0%	38%	63%	0%	0%	100%	0%	0%	100%
Regard for Student Perspective	0%	0%	100%	0%	83%	17%	0%	50%	50%	0%	0%	100%	0%	50%	50%
Classroom Organization	0%	0%	100%	17%	67%	17%	0%	63%	38%	0%	0%	100%	0%	0%	100%
Behavior Management	0%	0%	100%	33%	50%	17%	0%	50%	50%	0%	0%	100%	0%	0%	100%
Productivity	0%	0%	100%	17%	67%	17%	0%	50%	50%	0%	0%	100%	0%	0%	100%
Instructional Learning Formats	0%	0%	100%	17%	67%	17%	0%	38%	63%	0%	0%	100%	0%	25%	75%
Instructional Support	0%	50%	50%	17%	67%	17%	0%	88%	13%	0%	0%	100%	0%	50%	50%
Concept Development	0%	0%	100%	17%	67%	17%	0%	75%	25%	0%	0%	100%	0%	50%	50%
Quality of Feedback	0%	0%	100%	17%	67%	17%	0%	88%	13%	0%	0%	100%	0%	50%	50%
Language Modeling	0%	50%	50%	33%	50%	17%	0%	88%	13%	0%	25%	75%	0%	50%	50%

Table A-5. Overall MTPEL ELLCO Section and Item Results (Fall 2010)

ALL MTPEL (N=23)	Percentage of MTPEL Classrooms With ELLCO Score				
	Deficient	Inadequate	Basic	Strong	Exemplary
	1	2	3	4	5
Classroom Structure					
Organization of the Classroom	0%	0%	0%	22%	78%
Contents of the Classroom	0%	4%	9%	22%	65%
Classroom Management	0%	17%	4%	35%	43%
Personnel	0%	0%	13%	9%	78%
Curriculum					
Approaches to Curriculum	4%	9%	17%	35%	35%
Opportunities for Child Choice and Initiative	4%	4%	13%	22%	57%
Recognizing Diversity in the Classroom	0%	0%	17%	65%	17%
The Language Environment					
Discourse Climate	0%	4%	26%	26%	43%
Opportunities for Extended Conversations	13%	13%	9%	39%	26%
Efforts to Build Vocabulary	9%	9%	13%	57%	13%
Phonological Awareness	26%	26%	9%	22%	17%
Books and Book Reading					
Organization of the Book Area	0%	0%	17%	43%	39%
Characteristics of Books	0%	4%	9%	30%	57%
Books for Learning	4%	26%	43%	9%	17%
Approaches to Book Reading	4%	9%	17%	52%	17%
Quality of Book Reading (with 0; 0=9%)	0%	9%	4%	22%	57%
Quality of Book Reading (without 0)	0%	10%	5%	24%	62%
Print and Early Writing					
Early Writing Environment	4%	4%	48%	30%	13%
Support for Children's Writing	17%	26%	22%	22%	13%
Environmental Print	0%	13%	26%	43%	17%

Table A-6. Overall MTPEL ELLCO Section and Item Results (Spring 2011)

ALL MTPEL (N=24)	Percentage of MTPEL Classrooms With ELLCO Score				
	Deficient	Inadequate	Basic	Strong	Exemplary
	1	2	3	4	5
Classroom Structure					
Organization of the Classroom	0%	0%	0%	17%	83%
Contents of the Classroom	0%	0%	8%	13%	79%
Classroom Management	4%	8%	13%	8%	67%
Personnel	4%	8%	4%	8%	75%
Curriculum					
Approaches to Curriculum	4%	8%	13%	13%	63%
Opportunities for Child Choice and Initiative	0%	4%	17%	8%	71%
Recognizing Diversity in the Classroom	0%	0%	25%	42%	33%
The Language Environment					
Discourse Climate	4%	4%	13%	17%	63%
Opportunities for Extended Conversations	4%	4%	17%	21%	54%
Efforts to Build Vocabulary	8%	4%	21%	8%	58%
Phonological Awareness	17%	13%	25%	4%	42%
Books and Book Reading					
Organization of the Book Area	4%	0%	8%	42%	46%
Characteristics of Books	0%	4%	0%	29%	67%
Books for Learning	4%	17%	21%	25%	33%
Approaches to Book Reading	8%	4%	8%	21%	58%
Quality of Book Reading (with 0; 0=13%)	0%	0%	8%	13%	67%
Quality of Book Reading (without 0)	0%	0%	10%	14%	76%
Print and Early Writing					
Early Writing Environment	0%	21%	13%	33%	33%
Support for Children's Writing	13%	8%	25%	21%	33%
Environmental Print	0%	4%	25%	33%	38%

Table A-7. Overall MTPEL ELLCO Section and Item Results, by Site (Fall 2010)

	Evergreen (N=2)			Fort Belknap (N=7)			Great Falls Head Start (N=8)			Great Falls Public (N=4)			Hardin (N=2)		
Scales	Below Basic	Basic	Above Basic	Below Basic	Basic	Above Basic	Below Basic	Basic	Above Basic	Below Basic	Basic	Above Basic	Below Basic	Basic	Above Basic
Classroom Structure															
Organization of the Classroom	0%	0%	100%	0%	0%	100%	0%	0%	100%	0%	0%	100%	0%	0%	100%
Contents of the Classroom	0%	0%	100%	14%	29%	57%	0%	0%	100%	0%	0%	100%	0%	0%	100%
Classroom Management	0%	50%	50%	57%	0%	43%	0%	0%	100%	0%	0%	100%	0%	0%	100%
Personnel	0%	0%	100%	0%	43%	57%	0%	0%	100%	0%	0%	100%	0%	0%	100%
Curriculum															
Approaches to Curriculum	0%	50%	50%	43%	29%	29%	0%	0%	100%	0%	0%	100%	0%	50%	50%
Opportunities for Child Choice and Initiative	0%	0%	100%	29%	43%	29%	0%	0%	100%	0%	0%	100%	0%	0%	100%
Recognizing Diversity in the Classroom	0%	0%	100%	0%	57%	43%	0%	0%	100%	0%	0%	100%	0%	0%	100%
The Language Environment															
Discourse Climate	0%	0%	100%	14%	71%	14%	0%	13%	88%	0%	0%	100%	0%	0%	100%
Opportunities for Extended Conversations)	0%	0%	100%	71%	14%	14%	13%	13%	75%	0%	0%	100%	0%	0%	100%
Efforts to Build Vocabulary	0%	0%	100%	57%	14%	29%	0%	25%	75%	0%	0%	100%	0%	0%	100%
Phonological Awareness	50%	0%	50%	100%	0%	0%	25%	13%	63%	50%	0%	50%	0%	50%	50%

Table A-7.Overall MTPEL ELLCO Section and Item Results, by Site (Fall 2010) (continued)

	Evergreen (N=2)			Fort Belknap (N=7)			Great Falls Head Start (N=8)			Great Falls Public (N=4)			Hardin (N=2)		
Scales	Below Basic	Basic	Above Basic	Below Basic	Basic	Above Basic	Below Basic	Basic	Above Basic	Below Basic	Basic	Above Basic	Below Basic	Basic	Above Basic
Books and Book Reading															
Organization of the Book Area	0%	0%	100%	0%	29%	71%	0%	13%	88%	0%	0%	100%	0%	50%	50%
Characteristics of Books	0%	0%	100%	14%	29%	57%	0%	0%	100%	0%	0%	100%	0%	0%	100%
Books for Learning	0%	50%	50%	57%	29%	14%	38%	63%	0%	0%	0%	100%	0%	100%	0%
Approaches to Book Reading	0%	0%	100%	43%	29%	29%	0%	13%	88%	0%	25%	75%	0%	0%	100%
Quality of Book Reading (with "0")	0%	0%	100%	29%	14%	43%	0%	0%	100%	0%	0%	75%	0%	0%	100%
Quality of Book Reading (without "0")	0%	0%	100%	33%	17%	50%	0%	0%	100%	0%	0%	100%	0%	0%	100%
Print and Early Writing															
Early Writing Environment	0%	50%	50%	29%	57%	14%	0%	50%	50%	0%	25%	75%	0%	50%	50%
Support for Children's Writing	0%	50%	50%	71%	14%	14%	50%	13%	38%	25%	0%	75%	0%	100%	0%
Environmental Print	0%	0%	100%	43%	57%	0%	0%	25%	75%	0%	0%	100%	0%	0%	100%

Table A-8. Overall MTPEL ELLCO Total, Subscale, and Section Scores, by Site (Fall 2010)

Subscale and Section (Range)	Mean (SD) - Percentage (%) of Possible Points				
	Evergreen (N=2)	Fort Belknap (N=7)	Great Falls Head Start (N=8)	Great Falls Public (N=4)	Hardin (N=2)
General Classroom Environment Subscale (7-35)	32.0 (2.8) 91%	23.6 (5.1) 67%	32.6 (1.3) 93%	33.5 (0.6) 96%	32.0 (4.2) 91%
Classroom Structure (4-20)	19.0 (1.4) 95%	14.6 (2.7) 73%	19.5 (0.5) 98%	19.3 (0.5) 96%	19.0 (1.4) 95%
Curriculum (3-15)	13.0 (1.4) 87%	9.0 (2.8) 60%	13.1 (1) 88%	14.3 (0.5) 95%	13.0 (2.8) 87%
Language and Literacy Subscale (12-60)	49.5 (6.4) 83%	30.9 (8) 51%	46.4 (3.7) 77%	51.8 (5.6) 86%	46.0 (2.8) 77%
The Language Environment (4-20)	15.5 (2.1) 78%	8.6 (2.8) 43%	15.1 (1.9) 76%	17.3 (1.7) 86%	17.0 (2.8) 85%
Books and Book Reading (5-25)	21.5 (2.1) 86%	15.0 (4.3) 60%	20.8 (1.4) 83%	22.3 (2.9) 89%	19.0 (0) 76%
Print and Early Writing (3-15)	12.5 (2.1) 83%	7.3 (2.1) 49%	10.5 (2.3) 70%	12.3 (2.5) 82%	10.0 (0) 67%
ELLCO Total (19-95)	81.5 (9.2) 86%	54.4 (12.4) 57%	79.0 (4.2) 83%	85.3 (5.7) 90%	78.0 (7.1) 82%

Table 9. Overall MTPEL ELLCO Section and Dimension Results, by Site (Spring 2011)

ELLCO Section and Dimension	Evergreen (N=2)			Fort Belknap (N=6)			Great Falls Head Start (N=8)			Great Falls Public (N=3)			Hardin (N=2)		
	Low	Medium	High	Low	Medium	High	Low	Medium	High	Low	Medium	High	Low	Medium	High
Classroom Structure															
Organization of the Classroom	0%	0%	100%	0%	0%	100%	0%	0%	100%	0%	0%	100%	0%	0%	100%
Contents of the Classroom	0%	0%	100%	0%	33%	67%	0%	0%	100%	0%	0%	100%	0%	0%	100%
Classroom Management	0%	0%	100%	50%	33%	17%	0%	13%	88%	0%	0%	100%	0%	0%	100%
Personnel	0%	0%	100%	50%	17%	33%	0%	0%	100%	0%	0%	100%	0%	0%	100%
Curriculum															
Approaches to Curriculum	0%	0%	100%	50%	33%	17%	0%	13%	88%	0%	0%	100%	0%	0%	100%
Opportunities for Child Choice and Initiative	0%	0%	100%	17%	50%	33%	0%	0%	100%	0%	0%	100%	0%	25%	75%
Recognizing Diversity in the Classroom	0%	0%	100%	0%	83%	17%	0%	13%	88%	0%	0%	100%	0%	0%	100%
The Language Environment															
Discourse Climate	0%	0%	100%	33%	17%	50%	0%	25%	75%	0%	0%	100%	0%	0%	100%
Opportunities for Extended conversations	0%	0%	100%	33%	33%	33%	0%	25%	75%	0%	0%	100%	0%	0%	100%
Efforts to Build Vocabulary	0%	0%	100%	50%	33%	17%	0%	25%	75%	0%	0%	100%	0%	25%	75%
Phonological Awareness	0%	0%	100%	67%	33%	0%	25%	25%	50%	0%	0%	100%	25%	50%	25%

Table 9. Overall MTPEL ELLCO Section and Dimension Results, by Site (Spring 2011) (continued)

ELLCO Section and Dimension	Evergreen (N=2)			Fort Belknap (N=6)			Great Falls Head Start (N=8)			Great Falls Public (N=4)			Hardin (N=4)		
	Low	Medium	High	Low	Medium	High	Low	Medium	High	Low	Medium	High	Low	Medium	High
Books and Book Reading															
Organization of the Book Area	0%	0%	100%	17%	17%	67%	0%	0%	100%	0%	0%	100%	0%	25%	75%
Characteristic of Books	0%	0%	100%	17%	0%	83%	0%	0%	100%	0%	0%	100%	0%	0%	100%
Books for Learning	50%	50%	0%	33%	33%	33%	13%	0%	88%	0%	0%	100%	25%	50%	25%
Approaches to Book Reading	0%	0%	100%	33%	17%	50%	13%	13%	75%	0%	0%	100%	0%	0%	100%
Quality of Book Reading (with "0")	0%	0%	100%	0%	17%	50%	0%	13%	75%	0%	0%	100%	0%	0%	100%
Quality of Book Reading (without "0")	0%	0%	100%	0%	25%	75%	0%	14%	86%	0%	0%	100%	0%	0%	100%
Print and Early Writing															
Early Writing Environment	0%	0%	100%	50%	17%	33%	13%	0%	88%	0%	0%	100%	25%	50%	25%
Support for Children's Writing	0%	50%	50%	50%	50%	0%	13%	0%	88%	0%	0%	100%	25%	50%	25%
Environmental Print	0%	0%	100%	17%	50%	33%	0%	13%	88%	0%	0%	100%	0%	50%	50%

Table A-10. Overall MTPEL ELLCO Total, Subscale, and Section Scores, by Site (Spring 2011)

Subscale and Section (Range)	Mean (SD) - Percentage (%) of Possible Points				
	Evergreen (N=2)	Fort Belknap (N=7)	Great Falls Head Start (N=8)	Great Falls Public (N=3)	Hardin (N=2)
General Classroom Environment Subscale (7-35)	34.5 (0.7) 99%	20.3 (10.7) 58%	32.8 (3.2) 94%	34.5 (0.6) 99%	32.8 (2.5) 94%
Classroom Structure (4-20)	20.0 (0.0) 100%	14.3 (3.6) 72%	19.1 (1.8) 96%	20.0 (0.0) 100%	19.5 (1.0) 98%
Curriculum (3-15)	14.5 (0.7) 97%	9.3 (3.1) 62%	13.6 (1.5) 91%	14.5 (0.6) 97%	13.3 (1.5) 88%
Language and Literacy Subscale (12-60)	54.0 (5.7) 90%	30.3 (17.6) 50%	50.1 (8.1) 84%	60.0 (0.0) 100%	47.8 (7.5) 80%
The Language Environment (4-20)	19.5 (0.7) 98%	10.5 (4.9) 53%	16.8 (3.5) 84%	20.0 (0.0) 100%	16.3 (3.0) 81%
Books and Book Reading (5-25)	21.5 (2.1) 86%	16.7 (7.6) 67%	21.3 (3.1) 85%	25.0 (0.0) 100%	21.3 (2.8) 85%
Print and Early Writing (3-15)	13.0 (2.8) 87	8.2 (2.5) 54%	12.1 (2.7) 81%	15.0 (0.0) 100%	10.3 (2.6) 68%
ELLCO Total (19-95)	88.5 (6.4) 93%	50.6 (28) 53%	82.9 (11.2) 87%	94.5 (0.6) 99%	80.5 (11.3) 85%

APPENDIX B

Child Assessment Results

Table B-1.
Percentage of Children with Standard Scores of 90+ and Means and Standard Deviations on the PPVT,
Overall and by Group, Fall 2010 and Spring 2011

MTPEL Children Obtaining a PPVT Standard Score of 90+, Overall and by Group, Fall and Spring 2010						
Group	N	Percentage		Mean (SD)		
		Fall 2010	Spring 2011 (<i>p</i> *)	Fall 2010	Spring 2011	Change (<i>p</i>)
All MTPEL Children	247	62%	79% (.000)	92.9 (16.2)	99.0 (17.1)	+6.1 (.000)
Female	104	65%	85% (.000)	95.6 (14.1)	101.6 (11.7)	+6.0 (.000)
Male	143	59%	76% (.000)	90.9 (17.4)	97.1 (19.9)	+6.2 (.000)
Kindergarten Fall 2011	169	65%	85% (.000)	94.8 (15.5)	101.6 (13.0)	+6.8 (.000)
Kindergarten Fall 2012	72	54%	69% (.013)	90.1 (13.6)	96.8 (13.2)	+6.7 (.000)
American Indian	105	51%	70% (.000)	90.7 (12.3)	96.0 (11.9)	+5.3 (.000)
White	123	68%	85% (.000)	94.5 (19.0)	101.3 (20.9)	+6.8 (.000)
Other	19	74%	90% (.187)	94.1 (14.5)	100.5 (10.7)	+6.5 (.035)
Does Not Receive Services	191	64%	83% (.000)	94.7 (13.4)	101.0 (12.3)	+6.5 (.000)
Receives Services	41	52%	64% (.058)	84.5 (24.0)	89.6 (29.1)	+5.1 (.101)
Evergreen	24	58%	67% (.625)	92.0 (26.0)	99.3 (10.5)	+7.3 (.005)
Fort Belknap	78	53%	64% (.049)	91.1 (13.0)	95.2 (11.8)	+4.1 (.000)
Great Falls Head Start	84	69%	87% (.000)	94.5 (17.4)	100.1 (19.8)	+6.6 (.000)
Great Falls Public	33	73%	91% (.070)	95.2 (15.1)	102.5 (21.3)	+7.2 (.025)
Hardin	28	54%	96% (.000)	90.8 (10.3)	102.2 (8.9)	+11.4 (.000)

* McNemar Test

Table B-2. Percentage of Children in Spring Development Range, PALS Name Writing Task, Overall by Age and by Group, Fall 2010 and Spring 2011

Group	Children Age-eligible to Attend Kindergarten in Fall 2011			Children Age-eligible to Attend Kindergarten in Fall 2012		
	N	Fall	Spring (p*)	N	Fall	Spring (p*)
All MTPEL Children	147	33%	85% (.000)	72	0%	29% (.000)
Female	60	33%	88% (.000)	30	0%	30% (.004)
Male	87	17%	83% (.000)	42	0%	29% (.000)
American Indian	49	25%	82% (.000)	39	0%	21% (.008)
White	87	24%	87% (.000)	24	0%	38% (.004)
Other	11	18%	82% (.000)	9	0%	44% (.125)
Does Not Receive Services	118	25%	86% (.000)	63	0%	27% (.000)
Receives Services	29	21%	83% (.000)	9	0%	44% (.125)
Evergreen	19	26%	90% (.000)	4	0%	100% (.125)
Fort Belknap	32	22%	75% (.000)	31	0%	19% (.031)
Great Falls Head Start	54	26%	85% (.000)	23	0%	35% (.008)
Great Falls Public	28	21%	93% (.000)	2	0%	50% (1.000)
Hardin	14	21%	86% (.012)	12	0%	17% (.500)

* McNemar Test

Table B-3. Mean PALS Name Writing Scores, Overall by Age and by Group, Fall 2010 and Spring 2010

Group	N	Age-eligible for Kindergarten Fall 2011				T-Test <i>p</i>	Age-eligible for Kindergarten Fall 2012				
		Mean (SD)		Change	Mean (SD)			Change	T-Test <i>p</i>		
		Fall	Spring		Fall		Spring				
All MTPEL Children	147	3.1 (2.1)	6.1 (1.5)	+3.0	(.000)	72	1.0 (1.2)	3.4 (2.0)	+2.4	(.000)	
Female	60	3.8 (2.0)	6.4 (1.2)	+2.6	(.000)	30	1.3 (1.2)	3.5 (2.0)	+2.2	(.000)	
Male	87	2.6 (2.1)	5.9 (1.7)	+3.3	(.000)	42	0.7 (1.1)	3.3 (2.0)	+2.6	(.000)	
American Indian	49	2.9 (2.3)	5.9 (1.7)	+3.0	(.000)	39	1.2 (1.3)	2.9 (2.0)	+1.7	(.000)	
White	87	3.2 (2.0)	6.3 (1.4)	+3.1	(.000)	24	0.8 (1.1)	4.0 (2.1)	+3.2	(.000)	
Other	11	3.2 (1.9)	6.1 (1.2)	+2.9	(.000)	9	0.6 (0.7)	4.2 (1.5)	+3.6	(.000)	
Does Not Receive Services	118	3.2 (2.1)	6.2 (1.5)	+3.0	(.000)	63	1.1 (1.2)	3.3 (2.0)	+2.2	(.000)	
Receives Services	29	2.7 (2.1)	6.0 (1.7)	+3.3	(.000)	9	0.4 (0.7)	4.3 (1.7)	+3.9	(.000)	
Evergreen	19	3.3 (2.1)	6.2 (1.7)	+2.9	(.080)	4	0.3 (0.5)	6.0 (0.8)	+5.7	(1.000)	
Fort Belknap	32	2.7 (2.4)	5.7 (1.7)	+3.0	(.050)	31	1.2 (1.3)	2.7 (1.9)	+1.5	(.002)	
Great Falls Head Start	54	3.3 (2.0)	6.2 (1.6)	+2.9	(.000)	23	1.0 (1.1)	3.7 (2.0)	+2.7	(.810)	
Great Falls Public	28	3.1 (2.0)	6.6 (0.9)	+3.5	(.156)	2	0.0 (0.0)	4.0 (1.4)	+4.0	na	
Hardin	14	2.6 (2.1)	6.1 (1.1)	+3.5	(.412)	12	0.6 (0.8)	3.6 (1.8)	+3.0	(.570)	

Table B-4. Percentage of Children in Spring Development Range, PALS Upper-Case Alphabet Recognition Task, Overall by Age and by Group, Fall 2010 and Spring 2011

Group	Children Age-eligible to Attend Kindergarten in Fall 2011			Children Age-eligible to Attend Kindergarten in Fall 2012		
	N	Fall	Spring (p*)	N	Fall	Spring (p*)
All MTPEL Children	150	26%	72% (.000)	72	0%	24% (.000)
Female	62	43%	79% (.000)	30	0%	27% (.008)
Male	88	22%	69% (.000)	42	0%	21% (.004)
American Indian	52	23%	56% (.000)	34	0%	18% (.016)
White	87	29%	84% (.000)	29	0%	33% (.008)
Other	11	18%	73% (.031)	9	0%	22% (.500)
Does Not Receive Services	120	28%	71% (.000)	63	0%	19% (.000)
Receives Services	30	20%	83% (.000)	9	0%	56% (.063)
Evergreen	20	45%	90% (.004)	4	0%	75% (.250)
Fort Belknap	35	20%	49% (.002)	31	0%	10% (.250)
Great Falls Head Start	54	26%	76% (.000)	23	0%	22% (.063)
Great Falls Public	27	30%	96% (.000)	2	0%	0% na
Hardin	14	7%	57% (.039)	12	0%	50% (.031)

* McNemar Test

Table B-5. Mean PALS Upper-Case Alphabet Recognition Task Scores, Overall by Age and by Group, Fall 2010 and Spring 2011

Group	Age-eligible for Kindergarten Fall 2011					Age-eligible for Kindergarten Fall 2012				
	N	Mean (SD)		Change	T-Test p	N	Mean (SD)		Change	T-Test p
		Fall	Spring				Fall	Spring		
All MTPEL Children	150	7.4 (8.3)	18.4 (8.8)	+11.0	.000	72	0.7 (1.8)	7.3 (7.3)	+6.6	.000
Female	62	8.5 (8.8)	19.7 (8.1)	+11.2	.000	30	1.1 (2.2)	7.6 (6.9)	+6.5	.000
Male	88	6.6 (7.9)	17.5 (9.3)	+10.9	.000	42	0.4 (1.5)	7.1 (7.7)	+6.7	.000
American Indian	52	5.8 (7.3)	14.5 (9.5)	+8.7	.000	34	1.0 (2.2)	5.0 (6.4)	+4.0	.000
White	87	8.5 (8.9)	20.9 (7.5)	+12.4	.000	29	0.5 (1.4)	10.6 (7.4)	+10.1	.000
Other	11	5.8 (6.9)	16.7 (9.1)	+10.9	.004	9	0.0 (0.0)	8.6 (7.9)	+8.6	.012
Does Not Receive Services	120	7.6 (8.6)	18.0 (9.1)	+10.4	.000	63	0.8 (2.0)	6.7 (7.1)	+5.9	.000
Receives Services	30	6.4 (6.9)	19.8 (7.7)	+13.4	.000	9	0.1 (0.3)	11.7 (8.0)	+11.6	.003
Evergreen	20	10.4 (10.6)	22.2 (6.6)	+11.8	.018	4	0.0 (0.0)	15.8 (8.0)	+15.8	na
Fort Belknap	35	4.9 (7.4)	12.3 (8.8)	+7.4	.000	31	1.0 (2.1)	3.8 (5.8)	+2.8	.000
Great Falls Head Start	54	8.2 (8.0)	18.6 (8.8)	+10.4	.000	23	0.6 (1.4)	9.0 (7.4)	+8.4	.228
Great Falls Public	27	8.5 (8.0)	23.6 (4.7)	+15.1	.050	2	0.0 (0.0)	7.0 (1.4)	+7.0	na
Hardin	14	3.6 (6.9)	17.3 (9.3)	+13.7	.368	12	0.8 (2.3)	10.3 (7.1)	+9.5	.863

Table B-6. Percentage of Children in Spring Development Range, PALS Letter Sounds Task, Overall by Age and by Group, Fall 2010 and Spring 2011

Group	Children Age-eligible to Attend Kindergarten in Fall 2011			Children Age-eligible to Attend Kindergarten in Fall 2012		
	N	Fall	Spring (p*)	N	Fall	Spring (p*)
All MTPEL Children	147	20%	76% (.000)	71	1%	41% (.000)
Female	60	23%	78% (.000)	30	3%	43% (.000)
Male	87	18%	74% (.000)	41	0%	39% (.000)
American Indian	52	17%	56% (.000)	37	3%	34% (.000)
White	86	23%	88% (.000)	24	0%	54% (.000)
Other	9	11%	67% (.063)	9	0%	33% (.250)
Does Not Receive Services	118	21%	73% (.000)	62	2%	37% (.000)
Receives Services	29	17%	86% (.000)	9	0%	67% (.031)
Evergreen	20	40%	100% (.000)	4	0%	75% (.250)
Fort Belknap	35	17%	49% (.003)	30	3%	33% (.004)
Great Falls Head Start	50	20%	76% (.000)	23	0%	44% (.002)
Great Falls Public	28	14%	96% (.000)	2	0%	0% na
Hardin	14	14%	64% (.039)	12	0%	50% (.000)

* McNemar Test

Table B-7. Mean PALS Letter Sounds Scores, Overall by Age and by Group, Fall 2010 and Spring 2011

Group	Age-eligible for Kindergarten Fall 2011					Age-eligible for Kindergarten Fall 2012				
	N	Mean (SD)		Change	T-Test p	N	Mean (SD)		Change	T-Test p
		Fall	Spring				Fall	Spring		
All MTPEL Children	147	3.1 (5.8)	16.8 (6.9)	+13.7	.000	71	0.1 (0.6)	3.9 (4.9)	+3.8	.000
Female	60	3.5 (5.8)	14.3 (8.5)	+10.8	.000	30	0.3 (0.9)	3.8 (4.7)	+3.5	.000
Male	87	2.7 (5.8)	12.7 (8.8)	+10.0	.000	41	0.0 (0.0)	4.0 (5.1)	+4.0	.000
American Indian	52	2.1 (4.2)	9.3 (8.8)	+7.2	.000	37	0.2 (0.8)	3.2 (4.4)	+3.0	.000
White	86	3.9 (6.7)	16.1 (7.5)	+12.2	.000	24	0.0 (0.2)	5.5 (5.8)	+5.5	.000
Other	9	0.9 (2.0)	10.9 (9.4)	+10.0	.008	9	0.0 (0.0)	2.9 (3.6)	+2.9	.041
Does Not Receive Services	118	3.2 (5.9)	13.1 (8.9)	+9.9	.000	62	0.1 (0.7)	3.5 (4.7)	+3.4	.000
Receives Services	29	2.3 (5.3)	14.5 (7.8)	+12.2	.000	9	0.0 (0.0)	6.8 (5.3)	+6.8	.005
Evergreen	20	7.0 (9.1)	17.6 (5.6)	+10.6	.000	4	0.0 (0.0)	10.0 (5.8)	+10.0	.041
Fort Belknap	35	2.3 (4.3)	7.2 (8.0)	+4.9	.000	30	0.2 (0.9)	3.0 (4.4)	+2.8	.001
Great Falls Head Start	50	3.1 (5.70)	13.8 (8.4)	+10.7	.000	23	0.0 (0.2)	4.5 (5.6)	+4.5	.001
Great Falls Public	28	1.8 (4.3)	18.4 (6.3)	+16.6	.000	2	0.0 (0.0)	0.5 (0.7)	+0.5	.500
Hardin	14	1.8 (4.4)	11.1 (9.8)	+9.3	.013	12	0.0 (0.0)	3.8 (3.1)	+3.8	.001

Table B-8. Percentage of Children with Standard Scores of 90+ and Means and Standard Deviations on the TOPEL Print Knowledge Subtest, Overall and by Group, Fall 2010 and Spring 2011

MTPEL Children Obtaining a Standard Score of 90+, Overall and by Group, Fall and Spring 2010 TOPEL Print Knowledge Subtest							
Group	N	Percentage		Mean (SD)			Change (p)
		Fall 2010	Spring 2011(p*)	Fall 2010	Spring 2011		
All MTPEL Children	232	41%	67% (.000)	90.5 (11.2)	99.3 (14.7)		+8.8 (.000)
Female	96	47%	70% (.000)	91.8 (11.7)	100.2 (13.9)		+8.4 (.000)
Male	136	38%	65% (.000)	89.5 (10.8)	98.7 (15.2)		+9.2 (.000)
Kindergarten Fall 2011	159	39%	70% (.000)	90.9 (12.7)	100.7 (15.2)		+9.8 (.000)
Kindergarten Fall 2012	67	46%	57% (.248)	89.2 (6.0)	95.5 (12.6)		+6.3 (.000)
American Indian	96	35%	45% (.176)	88.0 (9.0)	92.1 (14.5)		+4.1 (.005)
White	117	46%	85% (.000)	92.8 (12.8)	105.4 (12.3)		+12.6 (.000)
Other	19	42%	74% (.031)	89.2 (8.4)	100.1 (11.9)		+10.9 (.000)
Does Not Receive Services	191	41%	63% (.000)	90.7 (11.6)	99.0 (14.8)		+8.3 (.000)
Receives Services	41	44%	85% (.000)	90.1 (9.0)	104.1 (11.6)		+14.0 (.000)
Evergreen	19	47%	95% (.004)	94.9 (14.4)	109.1 (9.3)		+14.2 (.000)
Fort Belknap	71	34%	32% (1.000)	88.0 (8.9)	87.9 (11.8)		-0.1 (.895)
Great Falls Head Start	85	47%	77% (.000)	91.6 (11.5)	101.7 (13.3)		+10.1 (.000)
Great Falls Public	33	55%	97% (.000)	93.9 (13.5)	111.7 (8.5)		+17.8 (.000)
Hardin	26	31%	73% (.007)	86.7 (8.3)	102.8 (13.6)		+16.1 (.000)

* McNemar Test

Table B-9. Percentage of Children with Standard Scores of 90+ and Means and Standard Deviations on the TOPEL Definitional Vocabulary Subtest, Overall and by Group, Fall 2010 and Spring 2011

MTPEL Children Obtaining a Standard Score of 90+ Overall and by Group, Fall and Spring 2010 TOPEL Definitional Vocabulary Subtest						
Group	N	Percentage		Mean (SD)		
		Fall 2010	Spring 2011(p*)	Fall 2010	Spring 2011	Change (p)
All MTPEL Children	232	64%	84% (.000)	93.3 (16.6)	100.4 (12.5)	+7.1 (.000)
Female	96	65%	84% (.000)	94.2 (16.7)	100.9 (12.3)	+6.7 (.000)
Male	136	63%	84% (.000)	92.7 (16.5)	100.1 (12.8)	+7.4 (.000)
Kindergarten Fall 2011	159	77%	89% (.000)	97.8 (14.3)	102.2 (11.6)	+4.4 (.000)
Kindergarten Fall 2012	67	34%	72% (.000)	82.2 (16.7)	96.1 (14.9)	+13.9 (.000)
American Indian	96	54%	77% (.000)	89.6 (16.1)	96.9 (12.7)	+7.3 (.000)
White	117	73%	90% (.000)	96.6 (15.7)	103.1 (12.1)	+6.5 (.000)
Other	19	58%	84% (.063)	92.4 (20.6)	102.6 (10.7)	+10.2 (.000)
Does Not Receive Services	191	64%	86% (.000)	94.3 (15.9)	101.4 (11.7)	+7.1 (.000)
Receives Services	41	61%	76% (.031)	88.2 (19.3)	95.8 (15.4)	+7.6 (.001)
Evergreen	19	68%	79% (.500)	95.6 (19.5)	103.8 (18.4)	+8.2 (.004)
Fort Belknap	71	52%	73% (.000)	88.9 (16.0)	95.7 (12.5)	+6.8 (.000)
Great Falls Head Start	85	75%	93% (.000)	97.8 (14.8)	102.1 (11.3)	+4.3 (.000)
Great Falls Public	33	76%	88% (.125)	98.1 (14.8)	102.1 (9.8)	+4.0 (.050)
Hardin	26	42%	85% (.001)	84.3 (17.4)	104.1 (10.7)	+19.8 (.000)

* McNemar Test

Table B-10. Percentage of Children with Standard Scores of 90+ and Means and Standard Deviations on the TOPEL Phonological Awareness Subtest Overall and by Group, Fall 2010 and Spring 2011

MTPEL Children Obtaining a Standard Score of 90+, Overall and by Group, Fall and Spring 2010 TOPEL Phonological Awareness Subtest						
Group	N	Percentage		Mean (SD)		
		Fall 2010	Spring 2011(p*)	Fall 2010	Spring 2011	Change (p)
All MTPEL Children	232	38%	72% (.000)	85.5 (15.8)	96.6 (16.9)	+11.1 (.000)
Female	96	42%	70% (.000)	87.2 (15.3)	97.5 (16.1)	+10.3 (.000)
Male	136	35%	73% (.000)	84.2 (16.1)	95.9 (17.5)	+11.7 (.000)
Kindergarten Fall 2011	159	47%	77% (.000)	87.8 (16.4)	99.2 (16.8)	+11.4 (.000)
Kindergarten Fall 2012	67	15%	55% (.000)	79.4 (11.7)	89.8 (15.4)	+10.4 (.000)
American Indian	96	28%	58% (.000)	81.7 (14.3)	91.1 (14.7)	+9.4 (.000)
White	117	45%	80% (.000)	88.8 (16.5)	100.5 (16.9)	+11.7 (.000)
Other	19	42%	90% (.000)	85.3 (14.5)	101.2 (12.8)	+15.9 (.000)
Does Not Receive Services	191	41%	72% (.000)	86.5 (15.8)	97.0 (16.6)	+10.5 (.000)
Receives Services	41	24%	68% (.000)	80.2 (14.7)	94.2 (18.4)	+14.0 (.000)
Evergreen	19	53%	74% (.000)	58.7 (18.4)	99.9 (22.0)	+11.2 (.010)
Fort Belknap	71	25%	51% (.000)	81.2 (13.6)	89.0 (15.7)	+7.8 (.000)
Great Falls Head Start	85	47%	78% (.000)	88.4 (16.6)	99.0 (15.8)	+10.6 (.000)
Great Falls Public	33	46%	94% (.000)	88.8 (16.4)	106.2 (13.7)	+17.4 (.000)
Hardin	26	31%	77% (.000)	82.2 (13.6)	97.0 (15.4)	+14.8 (.001)

* McNemar Test

Table B-11. Percentage of Children with Standard Scores of 90+ and Means and Standard Deviations on the TOPEL Early Literacy Index Overall and by Group, Fall 2010 and Spring 2011

MTPEL Children Obtaining a Standard Score of 90+, Overall and by Group, Fall and Spring 2010 TOPEL Early Literacy Index						
Group	N	Percentage		Mean (SD)		
		Fall 2010	Spring 2011(<i>p</i> *)	Fall 2010	Spring 2011	Change (<i>p</i>)
All MTPEL Children	232	38%	72% (.000)	86.5 (14.8)	97.8 (16.7)	+11.3 (.000)
Female	96	46%	70% (.000)	88.2 (15.0)	98.9 (14.8)	+10.7 (.000)
Male	136	33%	74% (.000)	85.3 (14.6)	97.0 (16.3)	+11.7 (.000)
Kindergarten Fall 2011	159	48%	77% (.000)	89.6 (14.9)	100.1 (15.8)	+10.5 (.000)
Kindergarten Fall 2012	67	13%	60% (.000)	78.7 (11.4)	91.2 (14.0)	+12.5 (.000)
American Indian	96	27%	54% (.000)	82.3 (13.2)	91.2 (14.7)	+8.9 (.000)
White	117	49%	84% (.000)	90.2 (15.1)	102.9 (15.1)	+2.7 (.000)
Other	19	32%	95% (.000)	85.6 (15.6)	101.2 (11.6)	+5.6 (.000)
Does Not Receive Services	191	40%	73% (.000)	87.5 (14.6)	98.0 (15.6)	+10.5 (.000)
Receives Services	41	32%	71% (.000)	81.8 (15.4)	96.9 (16.3)	+15.1 (.000)
Evergreen	19	47%	74% (.063)	90.7 (19.8)	105.0 (18.7)	+14.3 (.000)
Fort Belknap	71	23%	47% (.000)	81.9 (12.8)	88.0 (13.4)	+6.1 (.000)
Great Falls Head Start	85	48%	81% (.000)	90.1 (14.0)	100.1 (14.8)	+10.0 (.000)
Great Falls Public	33	58%	97% (.000)	91.5 (14.3)	107.9 (11.1)	+16.4 (.000)
Hardin	26	19%	85% (.000)	79.8 (13.8)	101.2 (12.6)	+21.4 (.000)

* McNemar Test

Table B-12. Percentage of Children Performing Below, At or Above Where the Average Child Performs in Listening Comprehension Skills, Spring 2011

Age of Children	Total Number of Children	<u>Below</u> Where the Average Child Performs	Where the Average Child Performs	<u>Above</u> Where the Average Child Performs
All MTPEL Children	250	20%	43%	37%
Children Age-Eligible for Kindergarten in Fall 2011	138	16%	41%	43%
Evergreen	15	13%	47%	40%
Fort Belknap	23	17%	26%	57%
Great Falls Head Start	40	20%	63%	18%
Great Falls Public	49	12%	37%	51%
Hardin	11	18%	0%	82%
Children Age-Eligible for Kindergarten in Fall 2012	112	26%	46%	29%
Evergreen	0	na	na	na
Fort Belknap	38	18%	50%	32%
Great Falls Head Start	26	38%	54%	8%
Great Falls Public	8	50%	25%	25%
Hardin	40	20%	40%	40%

APPENDIX C

Staff Satisfaction Survey

Staff Satisfaction Survey Summary

**Montana Partnership for Early Literacy
Center Staff Member Survey, Spring 2011**

This survey is an important part of the evaluation of the Montana Partnership for Early Literacy (MTPEL). Your opinion is an important aspect in helping to determine what parts of the project are working well and what areas might need to change. Your responses help program planners identify areas where support can be phased out or added in. Please know that your responses are confidential. They are only seen by staff members at Education Northwest who are working on the evaluation. If you have any questions, feel free to contact Angela Roccograndi at Angela.Roccograndi@educationnorthwest.org or 800-547-6339, extension 632.

When completing the survey, think only about your experiences with MTPEL during **the 2010–2011 preschool year.**

Please return your completed survey to your center coach in the enclosed envelope by **Friday, May 6, 2011.**

BACKGROUND

1. I am a:

- | | |
|--|----------------------------------|
| <input type="checkbox"/> Teacher | Complete pages 1-11 |
| <input type="checkbox"/> Teacher Assistant | Complete pages 1-7 and 11 |
| <input type="checkbox"/> Center Coach | Complete pages 1-7 and 11 |
| <input type="checkbox"/> Center Director | Complete pages 1-7 and 11 |

2. I work at: ☐ Evergreen ☐ Fort Belknap ☐ Great Falls Head Start ☐ Great Falls Public ☐ Hardin

3. I have participated in MTPEL:

- ☐ since January 2010
- ☐ after January 2010, but before the 2010–2011 preschool year
- ☐ after the 2009–2010 preschool year

(OVER)

COMMUNICATIONS

Rate the quantity and quality of communications (face-to-face and indirect) with the following MTPEL staff members.

- A. Place an "X" in the "NA" column if you have little or no reason to have communication with the MTPEL staff member.
- If you answered "NA," do not complete Sections B or C.
- Otherwise place an "X" in the "Too Little," "Just Right," or "Too Much" column.
- B. Circle the number which best describes the tone of communications with the individual. A "1" indicates the most negative tone and a "5" indicates the most positive tone.
- C. Place an "X" in the column which describes the extent to which you found communications with the individual helpful.

Role and Name	A Quantity				B Tone					C Helpfulness of Communications				
	NA	Too Little	Just Right	Too Much	Negative to Positive 1 2 3 4 5					Not at All	A Little	Average	Very	Extremely
4. Project Director (Debbie)					1	2	3	4	5					
5. State ERF Specialist (Rhonda)					1	2	3	4	5					
6. State ERF Specialist (Tara)					1	2	3	4	5					
7. Data/Kindergarten Transition Coordinator (Terri)					1	2	3	4	5					
8. Center Director														
9. Center Coach					1	2	3	4	5					
10. Consultant (Frances)					1	2	3	4	5					
11. Consultant (Barb)					1	2	3	4	5					
12. Consultant (Marci)					1	2	3	4	5					
13. Consultant (Denielle)					1	2	3	4	5					

14. If you have any comments related to communications with MTPEL staff members, please write them here.

PROFESSIONAL DEVELOPMENT FORMATS

Please complete the chart below about your participation in, and feedback on, MTPEL professional development **formats** (setting, structure, NOT content) this year.

A. Place an "X" in the "Yes" column if you participated in the listed MTPEL professional development format.

Place an "X" in the "No" column if you did not participate.

Place an "X" in the "NA" column if the format was not offered to you.

- If you answered "No" or "NA" to a format, do not complete Section B.

B. Place an "X" in the column which describes the extent to which you found the MTPEL professional development format helpful.

Professional Development Format	A Participated in Format			B Helpfulness of Professional Development Format				
	NA	Yes	No	Not at All	A Little	Average	Very	Extremely
15. MTPEL Summer Institute (August 2010)								
16. MTPEL Winter Institute (January 2011)								
17. Coach/Director meetings (Webinar)								
18. Coach/Director meetings (Great Falls)								
19. Feedback from center director (following a walk-through)								
20. In classroom coaching with site coach								
21. Pre-/post-conference coaching with site coach								
22. Coaching with Rhonda or Tara								

(OVER)

Professional Development Format	A Participated in Format			B Helpfulness of Professional Development Format				
	NA	Yes	No	Not at All	A Little	Average	Very	Extremely
23. Coaching with Frances								
24. Coaching with Barbara								
25. Coaching with Marci								
26. Coaching with Denielle								
27. Teacher reflection/portfolio development								
28. Professional learning community/study group (<i>Teaching with Poverty in Mind</i>)								

29. Have you participated in undergraduate/graduate level coursework (paid my MTPEL)?

☐ Yes

☐ No, I have chosen not to participate at this time

29b. Why have you chosen not to participate?

30. If you have any comments related to MTPEL professional development formats, please write them here.

PROFESSIONAL DEVELOPMENT CONTENT

Please complete the chart below about your participation in, and feedback on, MTPEL professional development content this year.

- A. Place an “X” in the “Did Not Receive” column if you did not receive professional development in the content area. Leave Section B blank. Complete Section C, as applicable.
- B. Place an “X” in the column which describes the extent to which you found the MTPEL professional development content helpful.
- C. Place an “X” in the last column (Section C), if you would like to receive professional development in this content area next year.

Professional Development Content	A Did Not Receive	B Helpfulness of Professional Development					C Want Training Next Year
		Not at All	A Little	Average	Very	Extremely	
31. Administration of progress monitoring assessments (e.g., PALS, IDGI)							
32. Analysis/interpretation of progress monitoring assessments (e.g., LfL, PALS and IGDI)							
33. Using data to identify children for Tier 2 instruction							
34. Using data to plan Tier 1 instruction							
35. Using data to plan Tier 2 instruction							
36. Using data to differentiate instruction							
37. Differentiating instruction by age (i.e., 3/4/5 years)							
38. Differentiating instruction for ELLs (i.e., American Indians)							
39. Differentiating instruction for children with special needs							

(OVER)

Professional Development Content	A Did Not Receive	B Helpfulness of Professional Development					C Want Training Next Year
		Not at All	A Little	Average	Very	Extremely	
40. Using CLASS/ELLCO data to improve my instruction and classroom environment							
41. Implementing <i>Opening the World of Learning</i>							
42. Implementing <i>Language for Learning</i>							
43. Developing cultural break units							
44. Using OWL <i>Quality Indicators</i>							
45. Using the <i>Language for Learning Technical Assistance Form</i>							
46. Developing listening comprehension							
47. Developing oral language							
48. Developing phonological awareness							
49. Developing alphabet knowledge							
50. Developing print awareness							
51. Developing vocabulary							
52. Scaffolding instruction							
53. Scaffolding play							
54. Enhancing the classroom environment							
55. Establishing play centers							
56. Developing a culturally responsive classroom							
57. 1 st and 2 nd language acquisition							
58. Classroom/behavior management							
59. Collaborative team planning							

Professional Development Content	A Did Not Receive	B Helpfulness of Professional Development					C Want Training Next Year
		Not at All	A Little	Average	Very	Extremely	
60. Working with parents							
61. Helping families use Family Literacy Kits							
62. Portfolio development (e.g. video and reflection)							
63. Using technology (e.g. <i>Adobe Connect</i> , digital/video camera)							
64. <i>Teaching with Poverty in Mind</i>							
65. Kindergarten transition							
Center Directors Only: 66. Conducting classroom walkthroughs							
Center Coaches Only: 67. Pre- and post-conference coaching							
68. Using the OWL Teacher Observation Form							
69. Using the coaching binder or data notebook							

70. If you have any comments related to MTPEL professional development content, please write them here.

(OVER)

COLLABORATION WITH SPECIALISTS

Teachers Only

Please complete the chart about collaboration in the classroom with school specialists since fall 2010.

- A. Place an "X" in the "Yes" column if you collaborated with the school specialist; complete Sections B and C.
 Place an "X" in the "No" column if you did not collaborate with the school specialist, but you had a child in your classroom who received services from the school specialist; complete section B only.
 Place an "X" in the "NA" column if you did not collaborate with the school specialist because no children in your classroom needed services from the school specialist; do not complete sections B and C.
- B. Place an "X" in the column which describes the quantity of classroom support you received from the school specialist.
- C. Place an "X" in the column which describes the extent to which you found collaborating with the school specialist helpful.

Staff Member	A Received Support			B Quantity of Support			C Helpfulness of Support				
	Yes	No	NA	Too Little	Just Right	Too Much	Not at All	A Little	Average	Very	Extremely
71. Early Interventionist											
72. Occupational Therapist											
73. SPED Coordinator											
74. Speech/Language Pathologist											
75. Other (please specify)											
76. Other (please specify)											

Teachers Only

77. If you have any comments related to collaborating with specialists in your classroom, please write them here.

STUDENT OUTCOMES

Think about all the children in your classroom. In comparison to the “average” child, how do the children in your classroom perform in regard to listening comprehension?

Age of Children	Total Number of Children in Your Classroom	Number of Children Performing...		
		<u>Below</u> where the Average Child Performs	Where the Average Child Performs	<u>Above</u> where the Average Child Performs
78. Returning Students (3/4 Year olds)				
79. Kindergarten-bound Students				
Total	A	B		
80. Are the numbers in cell A and B the same? <input type="checkbox"/> Yes (If not, please correct)				

(OVER)

Teachers Only

81. Think about the children in your classroom who have an IEP and have shown little or no progress in their MTPEL child-assessment scores. What progress have they made on their IEP? Please provide a description for each child in your classroom separately (you do not have to provide the name of the child). Attach an additional page if necessary.

If you have any additional comments or suggestions about your participation in MTPEL, please provide them here.

THANK YOU! ENJOY YOUR SUMMER BREAK.

MTPEL Center Staff Survey, Spring 2011
Staff Satisfaction Survey Summary

Question	Responses	All	Teachers	TAs	Coaches	Evergreen	Fort Belknap	Great Falls Head Start	Great Falls Public	Hardin
ROLE										
1 & 2	Teacher	45% (19)				33% (2)	75% (3)	46% (6)	40% (4)	44% (4)
	Teacher Assistant	33% (14)				33% (2)	0% (0)	39% (5)	40% (4)	33% (3)
	Center Coach	12% (5)				17% (1)	25% (1)	8% (1)	10% (1)	11% (1)
	Center Director	10% (4)				17% (1)	0% (0)	8% (1)	10% (1)	11% (1)
CENTER										
	All Staff Members	100% (42)				14% (6)	9% (4)	33% (14)	23% (10)	21% (9)
PARTICIPATION										
3	Since January 2010	49% (19)	50% (9)	33% (4)	80% (4)	50% (3)	50% (2)	46% (5)	56% (5)	44% (4)
	After January 2010, but before the 2010-2011 preschool year	33% (13)	28% (5)	50% (6)	0% (0)	17% (1)	50% (2)	46% (5)	44% (4)	11% (1)
	After the 2009–2010 preschool year	18% (7)	22% (4)	17% (2)	20% (1)	33% (2)	0% (0)	9 % (1)	0% (0)	44% (4)

Question	Responses	All	Teachers	TAs	Coaches	Evergreen	Fort Belknap	Great Falls Head Start	Great Falls Public	Hardin
COMMUNICATION										
Project Director (Debbie)										
Quantity	Too Little	8% (2)	0% (0)		0% (0)					
	Just right	92% (12)	100% (4)		100% (3)					
	Too much	0% (0)	0% (0)		0% (0)					
Tone	1 (Negative)	0% (0)	0% (0)		0% (0)					
	2	8% (1)	0% (0)		0% (0)					
	3	25% (3)	25% (1)		33% (1)					
	4	25% (3)	50% (2)		0% (0)					
	5 (Positive)	42% (5)	25% (1)		67% (2)					
Helpfulness	Not at All	0% (0)	0% (0)		0% (0)					
	A Little	17% (2)	25% (1)		0% (0)					
	Average	17% (2)	50% (2)		0% (0)					
	Very	58% (7)	25% (1)		100% (3)					
	Extremely	8% (1)	0% (0)		0% (0)					
State ERF Specialist (Rhonda)										
Quantity	Too Little	30% (6)	33% (3)	100% (2)	0% (0)	83% (5)	0% (0)			
	Just right	70% (14)	67% (6)	0% (0)	100% (5)	17% (1)	100% (4)			
	Too much	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)			
Tone	1 (Negative)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)			
	2	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)			
	3	17% (3)	25% (2)	100% (1)	0% (0)	25% (1)	50% (2)			
	4	33% (6)	50% (4)	0% (0)	0% (0)	50% (2)	25% (1)			
	5 (Positive)	50% (9)	25% (2)	0% (0)	100% (5)	25% (1)	25% (1)			
Helpfulness	Not at All	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)			
	A Little	6% (1)	0% (0)	100% (1)	0% (0)	25% (1)	0% (0)			
	Average	25% (4)	50% (3)	0% (0)	0% (0)	50% (2)	67% (2)			
	Very	44% (7)	33% (2)	0% (0)	60% (3)	25% (1)	33% (1)			
	Extremely	25% (4)	17% (1)	0% (0)	40% (2)	0% (0)	0% (0)			

Question	Responses	All	Teachers	TAs	Coaches	Evergreen	Fort Belknap	Great Falls Head Start	Great Falls Public	Hardin
State ERF Specialist (Tara)²										
Quantity	Too Little	3% (1)	0% (0)	25% (1)	0% (0)			10% (1)	0% (0)	0% (0)
	Just right	97% (30)	100% (17)	75% (3)	100% (5)			90% (9)	100% (6)	100% (8)
	Too much	0% (0)	0% (0)	0% (0)	0% (0)			0% (0)	0% (0)	0% (0)
Tone	1 (Negative)	0% (0)	0% (0)	0% (0)	0% (0)			0% (0)	0% (0)	0% (0)
	2	3% (1)	0% (0)	25% (1)	0% (0)			10% (1)	0% (0)	0% (0)
	3	13% (4)	18% (3)	0% (0)	0% (0)			10% (1)	0% (0)	13% (1)
	4	36% (11)	35% (6)	75% (3)	20% (1)			40% (4)	33% (2)	38% (3)
	5 (Positive)	48% (15)	47% (8)	0% (0)	80% (4)			40% (4)	67% (4)	50% (4)
Helpfulness	Not at All	0% (0)	0% (0)	0% (0)	0% (0)			0% (0)	0% (0)	0% (0)
	A Little	10% (3)	7% (1)	50% (2)	0% (0)			22% (2)	0% (0)	13% (1)
	Average	24% (7)	33% (5)	25% (1)	0% (0)			22% (2)	33% (2)	0% (0)
	Very	45% (13)	53% (8)	25% (1)	40% (2)			33% (3)	33% (2)	75% (6)
	Extremely	21% (6)	7% (1)	0% (0)	60% (3)			22% (2)	33% (2)	13% (1)
Data/Kindergarten Transition Coordinator (Terri)³										
Quantity	Too Little	10% (2)	18% (2)		0% (0)	33% (1)	0% (0)	25% (1)	0% (0)	0% (0)
	Just right	90% (18)	82% (9)		100% (4)	67% (2)	100% (3)	75% (3)	100% (6)	100% (3)
	Too much	0% (0)	0% (0)		0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)
Tone	1 (Negative)	6% (1)	10% (1)		0% (0)	0% (0)	33% (1)	0% (0)	0% (0)	0% (0)
	2	0% (0)	0% (0)		0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)
	3	11% (2)	20% (2)		0% (0)	50% (1)	33% (1)	0% (0)	0% (0)	-
	4	44% (8)	60% (6)		0% (0)	0% (0)	33% (1)	67% (2)	50% (3)	67% (2)
	5 (Positive)	39% (7)	10% (1)		100% (4)	50% (1)	0% (0)	33% (1)	50% (3)	33% (1)
Helpfulness	Not at All	0% (0)	0% (0)		0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)
	A Little	0% (0)	0% (0)		0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)
	Average	31% (5)	63% (5)		0% (0)	0% (0)	100% (3)	33% (2)	33% (2)	0% (0)
	Very	44% (7)	25% (2)		50% (2)	100% (3)	0% (0)	67% (3)	33% (2)	67% (2)
	Extremely	25% (4)	13% (1)		50% (2)	0% (0)	0% (0)	0% (0)	33% (6)	33% (1)

² Analyses include all teachers, coaches and center directors and TAs from Great Falls and Hardin.

³ Analyses include all teachers, coaches, and center directors.

Question	Responses	All	Teachers	TAs	Coaches	Evergreen	Fort Belknap	Great Falls Head Start	Great Falls Public	Hardin
Center Director										
Quantity	Too Little	11% (4)	22% (4)	0% (0)	0% (0)	0% (0)	25% (1)	25% (1)	0% (0)	0% (0)
	Just right	87% (32)	78% (14)	92% (12)	100% (4)	100% (4)	75% (3)	75% (3)	100% (9)	86% (6)
	Too much	3% (1)	0% (0)	8% (1)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	14% (1)
Tone	1 (Negative)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)
	2	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)
	3	17% (1)	0% (0)	33% (1)	0% (0)	0% (0)	0% (0)	50% (1)	0% (0)	0% (0)
	4	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)
	5 (Positive)	83% (5)	100% (2)	67% (2)	100% (1)	0% (0)	0% (0)	50% (1)	100% (3)	100% (1)
Helpfulness	Not at All	6% (1)	13% (1)	0% (0)	0% (0)	0% (0)	33% (1)	0% (0)	0% (0)	0% (0)
	A Little	6% (1)	13% (1)	0% (0)	0% (0)	0% (0)	0% (0)	17% (1)	0% (0)	0% (0)
	Average	18% (3)	13% (1)	33% (2)	0% (0)	0% (0)	33% (1)	17% (1)	0% (0)	20% (1)
	Very	47% (8)	38% (3)	67% (4)	33% (1)	0% (0)	33% (1)	33% (2)	67% (2)	60% (3)
	Extremely	24% (4)	25% (2)	0% (0)	67% (2)	0% (0)	0% (0)	38% (2)	33% (1)	20% (1)
Center Coach										
Quantity	Too Little	11% (4)	17% (3)	8% (1)		25% (1)	25% (1)	15% (2)	0% (0)	86% (6)
	Just right	87% (33)	83% (15)	85% (11)		75% (3)	75% (3)	85% (11)	100% (9)	14% (1)
	Too much	3% (1)	0% (0)	8% (1)		0% (0)	0% (0)	0% (0)	0% (0)	0% (0)
Tone	1 (Negative)	0% (0)	0% (0)	0% (0)		0% (0)	0% (0)	0% (0)	0% (0)	0% (0)
	2	6% (2)	6% (1)	8% (1)		0% (0)	0% (0)	15% (2)	0% (0)	0% (0)
	3	11% (4)	12% (2)	15% (2)		0% (0)	50% (2)	8% (1)	0% (0)	17% (1)
	4	14% (5)	12% (2)	8% (1)		33% (1)	50% (2)	77% (10)	0% (0)	33% (2)
	5 (Positive)	69% (25)	71% (12)	69% (9)		67% (2)	0% (0)	0% (0)	100% (9)	50% (3)
Helpfulness	Not at All	6% (2)	7% (1)	8% (1)		0% (0)	33% (1)	8% (1)	0% (0)	0% (0)
	A Little	3% (1)	7% (1)	0% (0)		0% (0)	0% (0)	8% (1)	0% (0)	0% (0)
	Average	15% (5)	14% (2)	17% (2)		0% (0)	67% (2)	17% (2)	0% (0)	14% (1)
	Very	36% (13)	36% (5)	42% (5)		50% (1)	0% (0)	33% (4)	13% (1)	86% (6)
	Extremely	39% (33)	36% (5)	33% (4)		50% (1)	0% (0)	33% (4)	88% (7)	0% (0)

Question	Responses	All	Teachers	TAs	Coaches	Evergreen	Fort Belknap	Great Falls Head Start	Great Falls Public	Hardin
Consultant (Frances)⁴										
Quantity	Too Little						0% (0)			
	Just right						100% (4)			
	Too much						0% (0)			
Tone	1 (Negative)						0% (0)			
	2						0% (0)			
	3						25% (1)			
	4						50% (2)			
	5 (Positive)						25% (11)			
Helpfulness	Not at All						0% (0)			
	A Little						0% (0)			
	Average						67% (2)			
	Very						33% (1)			
	Extremely						0% (0)			
Consultants (Barb)										
Quantity	Too Little									13% (1)
	Just right									88% (1)
	Too much									0% (0)
Tone	1 (Negative)									0% (0)
	2									0% (0)
	3									0% (0)
	4									0% (0)
	5 (Positive)									100% (1)
Helpfulness	Not at All									0% (0)
	A Little									0% (0)
	Average									0% (0)
	Very									38% (3)
	Extremely									63% (5)

⁴ Analyses include all teachers, coaches and center directors and TAs at Fort Belknap.

Question	Responses	All	Teachers	TAs	Coaches	Evergreen	Fort Belknap	Great Falls Head Start	Great Falls Public	Hardin
Consultants (Marci)										
Quantity	Too Little							10% (1)	0% (0)	
	Just right							90% (9)	100% (6)	
	Too much							0% (0)	0% (0)	
Tone	1 (Negative)							0% (0)	0% (0)	
	2							0% (0)	0% (0)	
	3							20% (2)	0% (0)	
	4							10% (1)	17% (1)	
	5 (Positive)							70% (7)	83% (5)	
Helpfulness	Not at All							0% (0)	0% (0)	
	A Little							13% (1)	0% (0)	
	Average							13% (1)	20% (1)	
	Very							38% (3)	20% (1)	
	Extremely							38% (3)	60% (3)	
Consultants (Denielle)										
Quantity	Too Little						0% (0)			
	Just right						100% (4)			
	Too much						0% (0)			
Tone	1 (Negative)						0% (0)			
	2						0% (0)			
	3						25% (1)			
	4						50% (2)			
	5 (Positive)						25% (1)			
Helpfulness	Not at All						0% (0)			
	A Little						0% (0)			
	Average						67% (2)			
	Very						33% (1)			
	Extremely						0% (0)			

Question	Responses	All	Teachers	TAs	Coaches	Evergreen	Fort Belknap	Great Falls Head Start	Great Falls Public	Hardin
PROFESSIONAL DEVELOPMENT TYPE										
MTPEL Summer Institute										
Participated	NA	14% (6)	5% (1)	29% (4)	20% (1)	17% (1)	0% (0)	14% (2)	20% (2)	11% (1)
	No	16% (7)	26% (5)	7% (1)	0% (0)	17% (1)	50% (2)	21% (3)	0% (0)	11% (1)
	Yes	71% (31)	68% (13)	64% (9)	80% (4)	67% (4)	50% (2)	64% (9)	80% (8)	78% (7)
Helpfulness	Not at All	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)
	A Little	3% (1)	0% (0)	11% (1)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	14% (1)
	Average	19% (6)	31% (4)	22% (2)	0% (0)	50% (2)	0% (0)	22% (2)	13% (1)	14% (1)
	Very	55% (17)	62% (8)	44% (4)	25% (1)	0% (0)	50% (1)	67% (6)	75% (6)	29% (2)
	Extremely	23% (7)	8% (1)	22% (2)	75% (3)	50% (2)	50% (1)	11% (1)	13% (1)	43% (3)
MTPEL Winter Institute										
Participated	NA	0% (0)	0% (0)		0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)
	No	4% (1)	5% (1)		0% (0)	0% (0)	25% (1)	0% (0)	0% (0)	0% (0)
	Yes	96% (26)	95% (18)		100% (4)	100% (4)	75% (3)	100% (8)	100% (6)	100% (5)
Helpfulness	Not at All	0% (0)	0% (0)		0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)
	A Little	4% (4)	6% (1)		0% (0)	0% (0)	0% (0)	13% (1)	0% (0)	
	Average	20% (5)	29% (5)			25% (1)	0% (0)	13% (1)	17% (1)	40% (2)
	Very	60% (15)	59% (10)		50% (2)	75% (3)	100% (2)	38% (3)	67% (4)	60% (3)
	Extremely	16% (4)	6% (1)		50% (2)	0% (0)	0% (0)	38% (3)	17% (1)	0% (0)
Coach/Director Meetings (Webinar)										
Participated	NA	0% (0)			0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)
	No	0% (0)			0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)
	Yes	100% (8)			100% (4)	100% (2)	100% (1)	100% (2)	100% (2)	100% (1)
Helpfulness	Not at All	0% (0)			0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)
	A Little	0% (0)			0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)
	Average	38% (3)			25% (1)	50% (1)	100% (1)	0% (0)	50% (1)	0% (0)
	Very	50% (4)			50% (2)	50% (1)	0% (0)	50% (1)	50% (1)	100% (1)
	Extremely	13% (1)			25% (1)	0% (0)	0% (0)	50% (1)	0% (0)	0% (0)

Question	Responses	All	Teachers	TAs	Coaches	Evergreen	Fort Belknap	Great Falls Head Start	Great Falls Public	Hardin
Coach//Director Meetings (Great Falls)										
Participated	NA	0% (0)			0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)
	No	0% (0)			0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)
	Yes	100% (8)			100% (4)	100% (2)	100% (1)	100% (2)	100% (2)	100% (1)
Helpfulness	Not at All	0% (0)			0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)
	A Little	0% (0)			0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)
	Average	0% (0)			0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)
	Very	63% (5)			50% (2)	100% (2)	100% (1)	0% (0)	50 % (1)	100% (1)
	Extremely	38% (3)			50% (2)	0% (0)	0% (0)	100% (2)	50% (1)	0% (0)
Feedback from Center Director (following a walk-through)										
Participated	NA	34% (12)	17% (3)	69% (9)	0% (0)	40% (2)	0% (0)	55% (6)	38% (3)	14% (1)
	No	14% (5)	22% (4)	0% (0)	25% (1)	0% (0)	50% (2)	27% (3)	0% (0)	0% (0)
	Yes	51% (18)	61% (11)	31% (4)	75% (3)	60% (3)	50% (2)	18% (2)	63% (5)	86% (6)
Helpfulness	Not at All	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)
	A Little	6% (1)	10% (1)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)
	Average	39% (7)	40% (4)	50% (2)	25% (1)	33% (1)	100% (1)	100% (2)	20% (1)	43% (3)
	Very	39% (7)	40% (4)	50% (2)	25% (1)	67% (2)	0% (0)	0% (0)	40% (2)	43% (3)
	Extremely	17% (3)	10% (1)	0% (0)	50% (2)	0% (0)	0% (0)	0% (0)	40% (2)	14% (1)
In-classroom coaching with site coach										
Participated	NA	21% (7)	11% (2)	36% (5)		50% (2)	0% (0)	27% (3)	0% (0)	29% (2)
	No	12% (4)	21% (4)	0% (0)		0% (0)	67% (2)	9% (1)	0% (0)	14% (1)
	Yes	67% (22)	68% (13)	64% (14)		50% (2)	33% (1)	64% (7)	100% (3)	57% (4)
Helpfulness	Not at All	5% (1)	0% (0)	11% (1)		0% (0)	0% (0)	14% (1)	0% (0)	0% (0)
	A Little	5% (1)	8% (1)	0% (0)		50% (1)	0% (0)	0% (0)	0% (0)	0% (0)
	Average	24% (5)	25% (3)	22% (2)		0% (0)	0% (0)	43% (3)	0% (0)	50% (2)
	Very	33% (7)	42% (5)	22% (2)		50% (1)	0% (0)	29% (2)	25% (2)	50% (2)
	Extremely	33% (7)	25% (3)	44% (4)		0% (0)	0% (0)	14% (1)	75% (6)	0% (0)

Question	Responses	All	Teachers	TAs	Coaches	Evergreen	Fort Belknap	Great Falls Head Start	Great Falls Public	Hardin
Pre-/post-conference coaching with site coach										
Participated	NA	39% (12)	18% (3)	64% (9)		25% (1)	0% (0)	40% (4)	50% (4)	50% (3)
	No	13% (4)	24% (4)	0% (0)		0% (0)	67% (2)	10% (1)	0% (0)	17% (1)
	Yes	48% (15)	59% (10)	36% (5)		75% (3)	33% (1)	50% (5)	50% (4)	33% (2)
Helpfulness	Not at All	0% (0)	0% (0)	0% (0)		0% (0)	0% (0)	0% (0)	0% (0)	0% (0)
	A Little	7% (1)	11% (1)	0% (0)		33% (1)	0% (0)	0% (0)	0% (0)	0% (0)
	Average	29% (4)	11% (1)	60% (3)		33% (1)	0% (0)	40% (2)	0% (0)	50% (1)
	Very	43% (6)	44% (4)	40% (2)		33% (1)	0% (0)	40% (2)	50% (2)	50% (1)
	Extremely	21% (3)	33% (3)	0% (0)		0% (0)	0% (0)	20% (1)	50% (2)	0% (0)
Coaching with Rhonda										
Participated	NA	30% (3)	0% (0)	100% (2)	0% (0)	50% (3)	0% (0)			
	No	40% (4)	80% (4)	0% (0)	0% (0)	17% (1)	75% (3)			
	Yes	30% (3)	20% (1)	0% (0)	100% (1)	33% (2)	25% (1)			
Helpfulness	Not at All	33% (1)	0% (0)	0% (0)	0% (0)	50% (1)	0% (0)			
	A Little	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)			
	Average	33% (1)	0% (0)	0% (0)	0% (0)	0% (0)	100% (1)			
	Very	33% (1)	0% (0)	0% (0)	0% (0)	50% (1)	0% (0)			
	Extremely	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)			
Coaching with Tara										
Participated	NA	50% (16)	36% (5)	75% (9)	0% (0)			43% (6)	60% (6)	50% (4)
	No	6% (2)	7% (1)	0% (0)	0% (0)			14% (2)	0% (0)	0% (0)
	Yes	44% (14)	57% (8)	25% (3)	100% (2)			43% (6)	40% (4)	50% (4)
Helpfulness	Not at All	0% (0)	0% (0)	0% (0)	0% (0)			0% (0)	0% (0)	0% (0)
	A Little	0% (0)	0% (0)	0% (0)	0% (0)			0% (0)	0% (0)	0% (0)
	Average	29% (4)	25% (2)	67% (2)	0% (0)			33% (2)	25% (1)	25% (1)
	Very	50% (7)	63% (5)	33% (1)	50% (1)			33% (2)	50% (2)	75% (3)
	Extremely	21% (3)	13% (1)	0% (0)	50% (1)			33% (2)	25% (1)	0% (0)

Question	Responses	All	Teachers	TAs	Coaches	Evergreen	Fort Belknap	Great Falls Head Start	Great Falls Public	Hardin
Coaching with Frances										
Participated	NA						0% (0)			
	No						25% (1)			
	Yes						75% (3)			
Helpfulness	Not at All						0% (0)			
	A Little						0% (0)			
	Average						0% (0)			
	Very						100% (2)			
	Extremely						0% (0)			
Coaching with Barb										
Participated	NA									13% (1)
	No									13% (1)
	Yes									75% (6)
Helpfulness	Not at All									0% (0)
	A Little									0% (0)
	Average									0% (0)
	Very									17% (1)
	Extremely									83% (5)
Coaching with Marci										
Participated	NA							36% (4)	56% (5)	
	No							0% (0)	0% (0)	
	Yes							64% (7)	44% (4)	
Helpfulness	Not at All							0% (0)	0% (0)	
	A Little							0% (0)	0% (0)	
	Average							0% (0)	50% (2)	
	Very							67% (4)	25% (1)	
	Extremely							33% (2)	25% (1)	

Question	Responses	All	Teachers	TAs	Coaches	Evergreen	Fort Belknap	Great Falls Head Start	Great Falls Public	Hardin
Coaching with Denielle										
Participated	NA						0% (0)			
	No						0% (0)			
	Yes						100% (4)			
Helpfulness	Not at All						0% (0)			
	A Little						0% (0)			
	Average						0% (0)			
	Very						67% (2)			
	Extremely						33% (1)			
Teacher reflection/portfolio development										
Participated	NA		0% (0)			0% (0)	0% (0)	0% (0)	0% (0)	0% (0)
	No		11% (2)			0% (0)	33% (1)	0% (0)	0% (0)	25% (1)
	Yes		90% (17)			100% (2)	67% (2)	100% (6)	100% (4)	75% (3)
Helpfulness	Not at All		7% (1)			50% (2)	0% (0)	0% (0)	0% (0)	0% (0)
	A Little		33% (5)			50% (2)	100% (1)	40% (2)	0% (0)	33% (1)
	Average		21% (4)			0% (0)	0% (0)	40% (2)	50% (2)	0% (0)
	Very		20% (3)			0% (0)	0% (0)	20% (1)	25% (1)	33% (1)
	Extremely		13% (2)			0% (0)	0% (0)	0% (0)	25% (1)	33% (1)
Professional learning community/study group										
Participated	NA	30% (13)	5% (1)	86% (12)	0% (0)	33% (2)	0% (0)	46% (6)	40% (4)	11% (1)
	No	5% (2)	5% (1)	7% (1)	0% (0)	0% (0)	25% (1)	0% (0)	0% (0)	11% (1)
	Yes	65% (28)	90% (17)	7% (1)	100% (5)	67% (6)	75% (3)	54% (7)	60% (6)	78% (7)
Helpfulness	Not at All	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)
	A Little	8% (2)	13% (2)	0% (0)	0% (0)	25% (1)	50% (1)	0% (0)	0% (0)	0% (0)
	Average	36% (9)	47% (7)	0% (0)	20% (1)	25% (1)	50% (1)	60% (3)	33% (2)	29% (2)
	Very	44% (11)	40% (6)	0% (0)	60% (3)	50% (2)	0% (0)	40% (2)	50% (3)	57% (4)
	Extremely	12% (3)	0% (0)	100% (1)	20% (1)	0% (0)	0% (0)	0% (0)	17% (1)	14% (1)
Participated in undergraduate/graduate level coursework (paid by MTPCL)										
%Participated	Yes	13% (5)	24% (4)	8% (1)	0% (0)	0% (0)	33% (1)	17% (2)	10% (1)	13% (1)

Question	Responses	All	Teachers	TAs	Coaches	Evergreen	Fort Belknap	Great Falls Head Start	Great Falls Public	Hardin
PROFESSIONAL DEVELOPMENT TOPICS										
Administering progress monitoring assessments										
Received training in area	Did Not Receive	33% (14)	17% (3)	77% (10)	0% (0)	17% (1)	33% (1)	31% (4)	40% (4)	44% (4)
Helpfulness (if yes, only)	Not at All	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)
	A Little	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)
	Average	39% (11)	40% (6)	100% (3)	0% (0)	40% (2)	50% (1)	44% (4)	33% (2)	40% (2)
	Very	36% (10)	40% (6)	0% (0)	60% (3)	60% (3)	50% (1)	33% (3)	50% (3)	0% (0)
	Extremely	25% (7)	20% (3)	0% (0)	40% (2)	0% (0)	0% (0)	22% (2)	17% (1)	60% (3)
Wants more training in this topic	Yes	11% (5)	5% (1)	21% (3)	0% (0)	0% (0)	25% (1)	21% (3)	0% (0)	0% (0)
Analysis/interpretation of progress monitoring assessments										
Received training in area	Did Not Receive	33% (14)	17% (3)	85% (11)	0% (0)	33% (2)	33% (1)	23% (2)	40% (4)	44% (4)
Helpfulness (if yes, only)	Not at All	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)
	A Little	4% (1)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	10% (1)	0% (0)	0% (0)
	Average	39% (11)	47% (7)	100% (2)	0% (0)	50% (2)	50% (1)	40% (4)	33% (2)	40% (2)
	Very	29% (8)	27% (4)	0% (0)	60% (3)	50% (2)	50% (1)	30% (3)	33% (2)	0% (0)
	Extremely	29% (8)	27% (4)	0% (0)	40% (2)	0% (0)	0% (0)	20% (2)	33% (2)	60% (3)
Wants more training in this topic	Yes	14% (6)	0% (0)	29% (4)	0% (0)	0% (0)	0% (0)	21% (3)	0% (0)	22% (2)
Using data to identify children for Tier 2 instruction										
Received training in area	Did Not Receive	43% (18)	39% (7)	77% (10)	0% (0)	33% (2)	50% (2)	31% (4)	50% (5)	63% (5)
Helpfulness (if yes, only)	Not at All	13% (3)	27% (3)	0% (0)	0% (0)	0% (0)	0% (0)	22% (2)	20% (1)	0% (0)
	A Little	8% (2)	9% (1)	33% (1)	0% (0)	25% (1)	0% (0)	0% (0)	20% (1)	0% (0)
	Average	33% (8)	46% (5)	33% (1)	0% (0)	25% (1)	50% (1)	44% (4)	20% (1)	33% (1)
	Very	33% (8)	9% (1)	33% (1)	100% (5)	50% (2)	50% (1)	22% (2)	40% (2)	33% (1)
	Extremely	13% (3)	9% (1)	0% (0)	0% (0)	0% (0)	0% (0)	11% (1)	0% (0)	33% (1)
Wants more training in this topic	Yes	23% (10)	11% (2)	36% (5)	20% (1)	17% (1)	25% (1)	29% (4)	0% (0)	33% (3)

Question	Responses	All	Teachers	TAs	Coaches	Evergreen	Fort Belknap	Great Falls Head Start	Great Falls Public	Hardin
Using assessment data to plan Tier 1 instruction										
Received training in area	Did Not Receive	40% (17)	33% (6)	77% (10)	0% (0)	33% (2)	50% (2)	31% (4)	50% (5)	50% (4)
Helpfulness (if yes, only)	Not at All	12% (3)	17% (2)	33% (1)	0% (0)	25% (1)	0% (0)	11% (1)	20% (1)	0% (0)
	A Little	4% (1)	8% (1)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	20% (1)	0% (0)
	Average	40% (10)	58% (7)	33% (1)	100% (5)	25% (1)	50% (1)	56% (5)	20% (1)	50% (2)
	Very	36% (9)	8% (1)	33% (1)	0% (0)	50% (2)	50% (1)	33% (3)	40% (2)	25% (1)
	Extremely	8% (2)	8% (1)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	25% (1)
Wants more training in this topic	Yes	23% (10)	11% (2)	36% (5)	20% (1)	17% (1)	25% (1)	29% (4)	0% (0)	33% (3)
Using assessment data to plan Tier 2 instruction										
Received training in area	Did Not Receive	40% (17)	33% (6)	77% (10)	0% (0)	33% (2)	50% (2)	31% (4)	50% (5)	50% (4)
Helpfulness (if yes, only)	Not at All	16% (4)	25% (3)	33% (1)	0% (0)	25% (1)	0% (0)	22% (2)	20% (2)	0% (0)
	A Little	4% (1)	8% (1)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	20% (2)	0% (0)
	Average	36% (9)	50% (6)	33% (1)	0% (0)	25% (1)	50% (1)	44% (4)	20% (2)	50% (2)
	Very	36% (9)	8% (1)	33% (1)	100% (5)	50% (2)	50% (1)	33% (3)	40% (4)	25% (1)
	Extremely	8% (2)	8% (1)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)		25% (1)
Wants more training in this topic	Yes	25% (11)	11% (2)	36% (5)	40% (2)	33% (2)	25% (1)	29% (4)	0% (0)	33% (3)
Using data to differentiate instruction										
Received training in area	Did Not Receive	37% (16)	21% (4)	77% (10)	0% (0)	33% (2)	50% (2)	31% (4)	40% (4)	44% (4)
Helpfulness (if yes, only)	Not at All	4% (1)	7% (1)	0% (0)	0% (0)	0% (0)	0% (0)	11% (1)	0% (0)	0% (0)
	A Little	4% (1)	0% (0)	33% (1)	0% (0)	25% (1)	0% (0)	0% (0)	0% (0)	0% (0)
	Average	30% (8)	40% (6)	33% (1)	0% (0)	25% (1)	50% (1)	44% (4)	17% (1)	20% (1)
	Very	52% (14)	40% (6)	33% (1)	100% (5)	40% (2)	50% (1)	44% (4)	67% (4)	60% (3)
	Extremely	11% (3)	13% (2)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	17% (1)	20% (1)
Wants more training in this topic	Yes	23% (10)	5% (1)	29% (4)	40% (2)	17% (1)	25% (1)	36% (5)	0% (0)	22% (2)

Question	Responses	All	Teachers	TAs	Coaches	Evergreen	Fort Belknap	Great Falls Head Start	Great Falls Public	Hardin
Differentiating instruction by age										
Received training in area	Did Not Receive	41% (17)	28% (5)	77% (10)	0% (0)	80% (4)	50% (2)	31% (4)	44% (4)	33% (3)
Helpfulness (if yes, only)	Not at All	4% (1)	8% (1)	0% (0)	0% (0)	0% (0)	0% (0)	11% (1)	0% (0)	0% (0)
	A Little	8% (2)	8% (1)	33% (1)	0% (0)		0% (0)	0% (0)	20% (1)	17% (1)
	Average	42% (10)	62% (8)	33% (1)	0% (0)		50% (1)	44% (4)	20% (1)	67% (4)
	Very	38% (9)	15% (2)	33% (1)	100% (5)	100% (1)	50% (1)	44% (4)	40% (2)	17% (1)
	Extremely	8% (2)	8% (1)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	20% (1)	0% (0)
Wants more training in this topic	Yes	23% (10)	5% (1)	36% (5)	20% (1)	33% (2)	25% (1)	29% (4)	0% (0)	22% (2)
Differentiating instruction for ELLs (i.e., American Indians)										
Received training in area	Did Not Receive	56% (24)	42% (8)	92% (12)	40% (2)	83% (5)	50% (2)	46% (6)	50% (5)	67% (6)
Helpfulness (if yes, only)	Not at All	16% (3)	27% (3)	0% (0)	0% (0)	0% (0)	0% (0)	29% (2)	20% (2)	0% (0)
	A Little	5% (1)	9% (1)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	20% (2)	0% (0)
	Average	47% (9)	55% (6)	0% (0)	33% (1)	100% (1)	50% (1)	43% (3)	40% (4)	67% (2)
	Very	26% (5)	9% (1)	100% (1)	67% (2)	0% (0)	50% (1)	29% (2)	20% (2)	33% (1)
	Extremely	5% (1)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)
Wants more training in this topic	Yes	20% (9)	5% (1)	36% (5)	0% (0)	0% (0)	25% (1)	29% (4)	0% (0)	33% (3)
Differentiating instruction for children with special needs										
Received training in area	Did Not Receive	42% (18)	32% (6)	77% (10)	0% (0)	50% (3)	50% (2)	38% (5)	40% (4)	44% (4)
Helpfulness (if yes, only)	Not at All	8% (2)	15% (2)	0% (0)	0% (0)	0% (0)	0% (0)	13% (1)	17% (1)	0% (0)
	A Little	16% (9)	15% (2)	33% (1)	20% (1)	0% (0)	0% (0)	13% (1)	33% (2)	20% (1)
	Average	28% (7)	39% (5)	33% (1)	0% (0)	67% (2)	50% (1)	25% (2)	17% (1)	20% (1)
	Very	40% (10)	23% (3)	33% (1)	80% (4)	33% (1)	50% (1)	50% (4)	17% (1)	60% (3)
	Extremely	8% (2)	8% (1)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	17% (1)	0% (0)
Wants more training in this topic	Yes	30% (13)	11% (2)	43% (6)	40% (2)	50% (3)	25% (1)	29% (4)	10% (1)	33% (3)

Question	Responses	All	Teachers	TAs	Coaches	Evergreen	Fort Belknap	Great Falls Head Start	Great Falls Public	Hardin
Using CLASS/ELLCO data to improve my instruction and classroom environment										
Received training in area	Did Not Receive	35% (15)	11% (2)	92% (12)	0% (0)	33% (2)	25% (1)	23% (3)	40% (4)	56% (5)
Helpfulness (if yes, only)	Not at All	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)
	A Little	7% (2)	12% (2)	0% (0)	0% (0)	25% (1)	0% (0)	10% (1)	0% (0)	0% (0)
	Average	43% (12)	53% (9)	0% (0)	20% (1)	50% (2)	100% (3)	50% (5)	17% (1)	25% (1)
	Very	29% (8)	12% (2)	100% (1)	80% (4)	25% (1)	0% (0)	30% (3)	50% (3)	25% (1)
	Extremely	21% (6)	24% (4)	0% (0)	0% (0)	0% (0)	0% (0)	10% (1)	33% (2)	50% (2)
Wants more training in this topic	Yes	5% (2)	0% (0)	7% (1)	0% (0)	0% (0)	0% (0)	7% (1)	0% (0)	0% (0)
Implementing <i>Opening the World of Learning</i>										
Received training in area	Did Not Receive	24% (10)	0% (0)	69% (9)	25% (1)	50% (3)	0% (0)	15% (2)	44% (4)	11% (1)
Helpfulness (if yes, only)	Not at All	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)
	A Little	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)
	Average	32% (10)	37% (7)	25% (1)	0% (0)	33% (1)	50% (2)	36% (4)	40% (2)	13% (1)
	Very	50% (16)	47% (9)	75% (3)	33% (1)	67% (2)	50% (2)	46% (5)	40% (2)	63% (5)
	Extremely	19% (6)	16% (3)	0% (0)	67% (2)	0% (0)	0% (0)	18% (2)	20% (1)	25% (2)
Wants more training in this topic	Yes	7% (3)	0% (0)	14% (2)	0% (0)	0% (0)	0% (0)	14% (2)	0% (0)	0% (0)
Implementing <i>Language for Learning</i>										
Received training in area	Did Not Receive	12% (5)	0% (0)	31% (4)	20% (1)	33% (2)	0% (0)	8% (1)	10% (1)	11% (1)
Helpfulness (if yes, only)	Not at All	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)
	A Little	3% (1)	0% (0)	11% (1)	0% (0)	25% (1)	0% (0)	0% (0)	0% (0)	0% (0)
	Average	34% (13)	37% (7)	44% (4)	0% (0)	25% (1)	50% (2)	42% (5)	44% (4)	13% (1)
	Very	45% (17)	47% (9)	33% (3)	50% (2)	50% (2)	50% (2)	42% (5)	33% (3)	63% (5)
	Extremely	18% (7)	16% (3)	11% (1)	50% (2)	0% (0)	0% (0)	17% (2)	22% (2)	25% (2)
Wants more training in this topic	Yes	9% (4)	0% (0)	21% (3)	0% (0)	0% (0)	0% (0)	14% (2)	10% (1)	0% (0)

Question	Responses	All	Teachers	TAs	Coaches	Evergreen	Fort Belknap	Great Falls Head Start	Great Falls Public	Hardin
Developing cultural break units										
Received training in area	Did Not Receive	33% (14)	11% (2)	85% (11)	0% (0)	60% (3)	25% (1)	23% (3)	40% (4)	33% (3)
Helpfulness (if yes, only)	Not at All	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)
	A Little	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)
	Average	54% (15)	65% (11)	50% (2)	50% (1)	100% (2)	67% (2)	50% (5)	67% (4)	33% (2)
	Very	36% (10)	24% (4)	50% (2)	50% (1)	0% (0)	33% (1)	50% (5)	17% (1)	50% (3)
	Extremely	11% (3)	12% (2)			0% (0)	0% (0)		17% (1)	17% (1)
Wants more training in this topic	Yes	16% (7)	5% (1)	29% (4)	20% (1)	17% (1)	0% (0)	14% (2)	10% 1	22% (2)
Using OWL Quality Indicators										
Received training in area	Did Not Receive	39% (16)	24% (4)	69% (9)	20% (1)	67% (4)	25% (1)	27% (3)	50% (5)	33% (3)
Helpfulness (if yes, only)	Not at All	4% (1)	7% (1)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	20% (1)	0% (0)
	A Little	16% (4)	15% (2)	50% (2)	0% (0)	50% (1)	0% (0)	0% (0)	0% (0)	50% (3)
	Average	40% (10)	62% (8)	25% (1)	0% (0)	50% (1)	67% (2)	50% (4)	40% (2)	17% (1)
	Very	32% (8)	15% (2)	25% (1)	75% (3)	0% (0)	33% (1)	38% (3)	40% (2)	33% (2)
	Extremely	8% (2)	0% (0)	0% (0)	25% (1)	0% (0)	0% (0)	13% (1)	0% (0)	0% (0)
Wants more training in this topic	Yes	18% (8)	21% (4)	21% (3)	0% (0)	17% (1)	0% (0)	21% (3)	10% (1)	22% (2)
Using the Language for Learning Technical Assistance Form										
Received training in area	Did Not Receive	40% (17)	26% (5)	83% (10)	20% (1)	83% (5)	25% (1)	38% (5)	44% (4)	22% (2)
Helpfulness (if yes, only)	Not at All	8% (2)	14% (2)	0% (0)	0% (0)	0% (0)	0% (0)	13% (1)	20% (1)	0% (0)
	A Little	16% (4)	21% (3)	50% (1)	0% (0)	0% (0)	33% (1)	0% (0)	0% (0)	43% (3)
	Average	44% (11)	43% (6)	0% (0)	50% (2)	100% (1)	67% (2)	38% (3)	60% (3)	29% (2)
	Very	28% (7)	21% (3)	50% (1)	50% (2)		0% (0)	50% (4)	20% (1)	29% (2)
	Extremely	4% (1)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)
Wants more training in this topic	Yes	16% (7)	11% (2)	29% (4)	0% (0)	33% (2)	0% (0)	14% (2)	0% (0)	22% (2)

Question	Responses	All	Teachers	TAs	Coaches	Evergreen	Fort Belknap	Great Falls Head Start	Great Falls Public	Hardin
Developing listening comprehension										
Received training in area	Did Not Receive	40% (17)	16% (3)	77% (10)	40% (2)	67% (4)	25% (1)	23% (3)	50% (5)	44% (4)
Helpfulness (if yes, only)	Not at All	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)
	A Little	4% (1)	6% (1)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	20% (2)	0% (0)
	Average	54% (14)	69% (11)	67% (2)	0% (0)	50% (1)	67% (2)	60% (6)	40% (4)	60% (3)
	Very	27% (7)	13% (2)	33% (1)	67% (2)	50% (1)	33% (1)	40% (4)	0% (0)	20% (1)
	Extremely	4% (1)	0% (0)	0% (0)	33% (1)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)
Wants more training in this topic	Yes	14% (6)	5% (1)	29% (4)	0% (0)	17% (1)	0% (0)	14% (2)	10% (1)	11% (1)
Developing oral language										
Received training in area	Did Not Receive	30% (13)	11% (2)	77% (10)	20% (1)	83% (5)	0% (0)	15% (2)	40% (4)	22% (2)
Helpfulness (if yes, only)	Not at All	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)
	A Little	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)
	Average	43% (13)	59% (10)	33% (1)	0% (0)	0% (0)	50% (2)	55% (6)	50% (3)	29% (2)
	Very	37% (11)	29% (5)	33% (1)	50% (2)	100% (1)	50% (2)	36% (4)	17% (1)	43% (3)
	Extremely	20% (6)	12% (2)	33% (1)	50% (2)	0% (0)	0% (0)	9% (1)	33% (2)	29% (2)
Wants more training in this topic	Yes	14% (6)	0% (0)	29% (4)	0% (0)	17% (1)	0% (0)	14% (2)	0% (0)	22% (2)
Developing phonological awareness										
Received training in area	Did Not Receive	26% (11)	5% (1)	77% (10)	0% (0)	50% (3)	0% (0)	15% (2)	40% (4)	22% (2)
Helpfulness (if yes, only)	Not at All	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)
	A Little	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)
	Average	31% (10)	39% (7)	33% (1)	0% (0)	33% (1)	50% (2)	36% (4)	17% (1)	29% (2)
	Very	47% (15)	50% (9)	33% (1)	40% (2)	67% (2)	50% (2)	55% (6)	50% (3)	29% (2)
	Extremely	22% (7)	11% (2)	33% (1)	60% (3)	0% (0)	0% (0)	9% (1)	33% (2)	43% (3)
Wants more training in this topic	Yes	16% (7)	5% (1)	29% (4)	0% (0)	33% (2)	0% (0)	14% (2)	0% (0)	22% (2)

Question	Responses	All	Teachers	TAs	Coaches	Evergreen	Fort Belknap	Great Falls Head Start	Great Falls Public	Hardin
Developing alphabet knowledge										
Received training in area	Did Not Receive	33% (14)	11% (2)	77% (10)	20% (1)	83% (5)	0% (0)	15% (2)	50% (5)	22% (2)
Helpfulness (if yes, only)	Not at All	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)
	A Little	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)
	Average	35% (10)	41% (7)	33% (1)	0% (0)	0% (0)	50% (2)	36% (4)	40% (2)	29% (2)
	Very	41% (12)	47% (8)	33% (1)	25% (1)	100% (1)	50% (2)	55% (6)	20% (1)	29% (2)
	Extremely	24% (7)	12% (2)	33% (1)	75% (3)	0% (0)	0% (0)	9% (1)	40% (2)	43% (3)
Wants more training in this topic	Yes	14% (6)	0% (0)	29% (4)	0% (0)	17% (1)	0% (0)	14% (2)	0% (0)	22% (2)
Developing print awareness										
Received training in area	Did Not Receive	33% (14)	11% (2)	77% (10)	25% (1)	83% (5)	0% (0)	15% (2)	50% (5)	25% (2)
Helpfulness (if yes, only)	Not at All	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)
	A Little	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)
	Average	39% (11)	47% (8)	33% (1)	0% (0)	0% (0)	50% (2)	46% (5)	40% (2)	33% (2)
	Very	39% (11)	41% (7)	33% (1)	33% (1)	100% (1)	50% (2)	46% (5)	20% (1)	33% (2)
	Extremely	21% (6)	12% (7)	33% (1)	67% (2)	0% (0)	0% (0)	9% (1)	40% (2)	33% (2)
Wants more training in this topic	Yes	14% (6)	0% (0)	29% (4)	0% (0)	17% (1)	0% (0)	14% (2)	0% (0)	22% (2)
Developing vocabulary										
Received training in area	Did Not Receive	26% (11)	5% (1)	77% (10)	0% (0)	50% (3)	0% (0)	15% (2)	40% (4)	22% (2)
Helpfulness (if yes, only)	Not at All	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)
	A Little	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)
	Average	31% (10)	39% (7)	33% (1)	0% (0)	33% (1)	50% (2)	36% (4)	17% (1)	29% (2)
	Very	47% (15)	50% (9)	33% (1)	40% (2)	67% (2)	50% (2)	55% (6)	40% (3)	29% (2)
	Extremely	22% (7)	11% (2)	33% (1)	60% (3)	0% (0)	0% (0)	9% (1)	33% (2)	43% (3)
Wants more training in this topic	Yes	16% (7)	5% (1)	29% (4)	0% (0)	33% (2)	0% (0)	14% (2)	0% (0)	22% (2)

Question	Responses	All	Teachers	TAs	Coaches	Evergreen	Fort Belknap	Great Falls Head Start	Great Falls Public	Hardin
Scaffolding instruction										
Received training in area	Did Not Receive	23% (10)	5% (1)	69% (9)	0% (0)	33% (2)	25% (1)	15% (2)	40% (4)	11% (1)
Helpfulness (if yes, only)	Not at All	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)
	A Little	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)
	Average	42% (14)	56% (10)	25% (1)	20% (1)	75% (3)	67% (2)	46% (5)	33% (2)	25% (2)
	Very	36% (12)	33% (6)	50% (2)	40% (2)	25% (1)	33% (1)	36% (4)	50% (3)	38% (3)
	Extremely	21% (7)	11% (2)	25% (1)	40% (2)	0% (0)	0% (0)	18% (2)	17% (1)	38% (3)
Wants more training in this topic	Yes	11% (5)	0% (0)	21% (3)	0% (0)	17% (1)	0% (0)	14% (2)	0% (0)	11% (1)
Scaffolding play										
Received training in area	Did Not Receive	23% (10)	5% (1)	69% (9)	0% (0)	33% (2)	25% (1)	15% (2)	40% (4)	11% (1)
Helpfulness (if yes, only)	Not at All	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)
	A Little	6% (1)	6% (1)	0% (0)	0% (0)	0% (0)	0% (0)	9% (1)	17% (1)	0% (0)
	Average	39% (13)	56% (10)	25% (1)	20% (1)	75% (3)	67% (2)	36% (4)	33% (2)	25% (2)
	Very	36% (12)	33% (6)	50% (2)	40% (2)	25% (1)	33% (1)	36% (4)	50% (3)	38% (3)
	Extremely	18% (6)	6% (1)	25% (1)	40% (2)	0% (0)	0% (0)	18% (2)	0% (0)	38% (3)
Wants more training in this topic	Yes	14% (6)	5% (1)	21% (3)	0% (0)	17% (1)	0% (0)	14% (2)	10% (1)	11% (1)
Enhancing the classroom environment										
Received training in area	Did Not Receive	30% (13)	16% (3)	69% (9)	20% (1)	83% (5)	25% (1)	15% (2)	40% (4)	11% (1)
Helpfulness (if yes, only)	Not at All	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)
	A Little	3% (1)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	9% (1)	0% (0)	0% (0)
	Average	37% (11)	50% (8)	25% (1)	0% (0)	0% (0)	67% (2)	36% (4)	50% (3)	25% (2)
	Very	43% (13)	38% (6)	50% (2)	75% (3)	100% (1)	33% (1)	55% (6)	33% (2)	38% (3)
	Extremely	17% (5)	13% (2)	25% (1)	25% (1)	0% (0)	0% (0)	0% (0)	17% (1)	38% (3)
Wants more training in this topic	Yes	11% (5)	0% (0)	21% (3)	0% (0)	17% (1)	0% (0)	14% (2)	0% (0)	11% (1)

Question	Responses	All	Teachers	TAs	Coaches	Evergreen	Fort Belknap	Great Falls Head Start	Great Falls Public	Hardin
Establishing play centers										
Received training in area	Did Not Receive	35% (15)	16% (3)	77% (10)	20% (1)	83% (5)	25%(1)	15% (2)	50% (5)	22% (2)
Helpfulness (if yes, only)	Not at All	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)
	A Little	4% (1)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	9% (1)	0% (0)	0% (0)
	Average	39% (11)	56% (9)	33% (1)	0% (0)	0% (0)	67% (2)	36% (4)	60% (3)	29% (2)
	Very	39% (11)	31% (5)	33% (1)	75% (3)	100% (1)	33% (1)	55% (6)	20% (1)	29% (2)
	Extremely	18% (5)	13% (2)	33% (1)	25% (1)	0% (0)	0% (0)	0% (0)	20% (1)	43% (3)
Wants more training in this topic	Yes	11% (5)	0% (0)	21% (3)	0% (0)	17% (1)	0% (0)	14% (2)	0% (0)	11% (1)
Developing a culturally responsive classroom										
Received training in area	Did Not Receive	35% (15)	21% (4)	71% (10)	20% (1)	83%(5)	25% (1)	23% (3)	40% (4)	22% (2)
Helpfulness (if yes, only)	Not at All	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)
	A Little	7% (2)	13% (2)	0% (0)	0% (0)	0% (0)	33% (1)	0% (0)	17% (1)	0% (0)
	Average	32% (9)	40% (6)	25% (1)	25% (1)	0% (0)	33% (1)	30% (3)	33% (2)	43% (3)
	Very	46% (13)	40% (6)	25% (1)	75% (3)	100% (1)	33% (1)	60% (6)	50% (3)	29% (2)
	Extremely	14% (4)	7% (1)	50% (2)	0% (0)	0% (0)	0% (0)	10% (1)	0% (0)	29% (2)
Wants more training in this topic	Yes	16% (7)	5% (1)	29% (4)	0% (0)	33% (2)	0% (0)	14% (2)	0% (0)	22% (2)
1st and 2nd language acquisition										
Received training in area	Did Not Receive	49% (21)	32% (6)	85% (11)	40% (2)	83% (5)	25% (1)	38% (5)	50% (5)	56% (5)
Helpfulness (if yes, only)	Not at All	14% (3)	23% (3)	0% (0)	0% (0)	0% (0)	0% (0)	13% (1)	40% (2)	0% (0)
	A Little	9% (2)	8% (1)	50% (1)	0% (0)	0% (0)	33% (1)	0% (0)	0% (0)	25% (1)
	Average	36% (8)	39% (4)	0% (0)	67% (2)	100% (1)	33% (1)	38% (3)	40% (2)	25% (1)
	Very	32% (7)	23% (3)	50% (1)	33% (1)	0% (0)	33% (1)	50% (4)	20% (1)	25% (1)
	Extremely	9% (2)	8% (1)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	25% (1)
Wants more training in this topic	Yes	18% (8)	5% (1)	21% (3)	40% (2)	33% (2)	0% (0)	21% (3)	10% (1)	11% (1)

Question	Responses	All	Teachers	TAs	Coaches	Evergreen	Fort Belknap	Great Falls Head Start	Great Falls Public	Hardin
Classroom behavior/management										
Received training in area	Did Not Receive	34% (15)	21% (4)	50% (7)	40% (2)	83% (5)	25% (1)	21% (3)	10% (1)	56% (5)
Helpfulness (if yes, only)	Not at All	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)
	A Little	3% (1)	7% (1)	0% (0)	0% (0)	0% (0)	0% (0)	9% (1)	0% (0)	0% (0)
	Average	52% (15)	60% (9)	57% (4)	33% (1)	100% (1)	67% (2)	27% (3)	78% (7)	50% (2)
	Very	21% (6)	20% (3)	14% (1)	33% (1)	0% (0)	33% (1)	36% (4)	11% (1)	0% (0)
	Extremely	24% (7)	13% (2)	29% (2)	33% (1)	0% (0)	0% (0)	27% (3)	11% (1)	50% (2)
Wants more training in this topic	Yes	18% (8)	5% (1)	36% (5)	0% (0)	33% (2)	0% (0)	14% (2)	10% (1)	22% (2)
Collaborative team planning										
Received training in area	Did Not Receive	45% (19)	17% (3)	85% (11)	40% (2)	67% (4)	25% (1)	33% (4)	50% (5)	56% (5)
Helpfulness (if yes, only)	Not at All	9% (2)	13% (2)	0% (0)	0% (0)	0% (0)	33% (1)	0% (0)	0% (0)	25% (1)
	A Little	9% (2)	7% (1)	50% (1)	0% (0)	0% (0)	0% (0)	13% (1)	0% (0)	25% (1)
	Average	44% (10)	47% (7)	50% (1)	33% (1)	100% (2)	33% (1)	50% (4)	40% (2)	25% (1)
	Very	26% (6)	27% (4)	0% (0)	33% (1)	0% (0)	33% (1)	38% (3)	20% (1)	25% (1)
	Extremely	13% (3)	7% (1)	0% (0)	33% (1)	0% (0)	0% (0)	0% (0)	40% (2)	0% (0)
Wants more training in this topic	Yes	16% (7)	5% (1)	21% (3)	20% (1)	33% (2)	0% (0)	21% (3)	0% (0)	11% (1)
Working with parents										
Received training in area	Did Not Receive	43% (18)	21% (4)	79% (11)	40% (2)	83% (5)	0% (0)	31% (4)	44% (4)	56% (5)
Helpfulness (if yes, only)	Not at All	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)
	A Little	13% (3)	20% (3)	0% (0)	0% (0)	0% (0)	25% (1)	11% (1)	0% (0)	25% (1)
	Average	50% (12)	53% (8)	0% (0)	100% (3)	100% (1)	50% (2)	33% (3)	80% (4)	50% (2)
	Very	25% (6)	27% (4)	33% (1)	0% (0)	0% (0)	25% (1)	44% (4)	20% (1)	0% (0)
	Extremely	13% (3)	0% (0)	67% (2)	0% (0)	0% (0)	0% (0)	11% (1)	0% (0)	25% (1)
Wants more training in this topic	Yes	11% (5)	5% (1)	14% (2)	20% (1)	17% (1)	0% (0)	14% (2)	0% (0)	22% (2)

Question	Responses	All	Teachers	TAs	Coaches	Evergreen	Fort Belknap	Great Falls Head Start	Great Falls Public	Hardin
Helping families use Family Literacy Kits										
Received training in area	Did Not Receive	33% (14)	11% (2)	71% (10)	20% (1)	60% (3)	0% (0)	23% (3)	40% (4)	44% (4)
Helpfulness (if yes, only)	Not at All	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)
	A Little	11% (3)	19% (3)	25% (1)	0% (0)	0% (0)	25% (1)	10% (1)	0% (0)	20% (1)
	Average	50% (14)	63% (10)	50% (2)	50% (2)	100% (2)	50% (2)	30% (3)	83% (5)	40% (2)
	Very	29% (8)	19% (3)	25% (1)	25% (1)	0% (0)	25% (1)	50% (5)	17% (1)	20% (1)
	Extremely	11% (3)	0% (0)	0% (0)	25% (1)	0% (0)	0% (0)	10% (1)	0% (0)	20% (1)
Wants more training in this topic	Yes	9% (4)	11% (2)	7% (1)	0% (0)	17% (1)	0% (0)	7% (1)	0% (0)	22% (2)
Portfolio development (e.g., video and reflection)										
Received training in area	Did Not Receive	32% (13)	17% (3)	77% (10)	0% (0)	50% (3)	25% (1)	25% (3)	44% (4)	22% (2)
Helpfulness (if yes, only)	Not at All	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)
	A Little	25% (7)	47% (7)	0% (0)	0% (0)	0% (0)	67% (2)	33% (3)	0% (0)	29% (2)
	Average	32% (9)	33% (5)	33% (1)	40% (2)	33% (1)	33% (1)	44% (4)	20% (1)	29% (2)
	Very	39% (11)	20% (3)	67% (2)	60% (3)	67% (2)	0% (0)	22% (2)	80% (4)	43% (3)
	Extremely	4% (1)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)
Wants more training in this topic	Yes	11% (5)	11% (2)	7% (1)	20% (1)	0% (0)	0% (0)	21% (3)	0% (0)	22% (2)
Using technology (e.g., Adobe Connect, digital/video camera)										
Received training in area	Did Not Receive	45% (19)	32% (6)	92% (12)	20% (1)	83% (5)	25% (1)	42% (5)	40% (4)	44% (4)
Helpfulness (if yes, only)	Not at All	4% (1)	8% (1)	0% (0)	0% (0)	0% (0)	33% (1)	0% (0)	0% (0)	0% (0)
	A Little	17% (4)	31% (4)	0% (0)	0% (0)	0% (0)	33% (1)	29% (2)	17% (1)	0% (0)
	Average	39% (9)	39% (5)	100% (1)	0% (0)	100% (1)	0% (0)	57% (4)	17% (1)	60% (3)
	Very	35% (12)	23% (3)	0% (0)	100% (4)	0% (0)	33% (1)	14% (1)	67% (4)	40% (2)
	Extremely	4% (1)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)
Wants more training in this topic	Yes	7% (3)	0% (0)	14% (2)	20% (1)	0% (0)	0% (0)	14% (2)	0% (0)	11% (1)

Question	Responses	All	Teachers	TAs	Coaches	Evergreen	Fort Belknap	Great Falls Head Start	Great Falls Public	Hardin
Teaching with Poverty in Mind										
Received training in area	Did Not Receive	23% (10)	5% (1)	64% (9)	0% (0)	33% (2)	25% (1)	21% (3)	10% (1)	33% (3)
Helpfulness (if yes, only)	Not at All	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)
	A Little	9% (3)	17% (3)	0% (0)	0% (0)	0% (0)	33% (1)	9% (1)	0% (0)	17% (1)
	Average	47% (16)	72% (13)	20% (1)	20% (1)	50% (2)	33% (1)	36% (4)	44% (4)	83% (5)
	Very	35% (12)	11% (2)	80% (4)	40% (2)	25% (1)	33% (1)	46% (5)	56% (5)	0% (0)
	Extremely	9% (3)	0% (0)	0% (0)	40% (2)	25% (1)	0% (0)	9% (1)	0% (0)	0% (0)
Wants more training in this topic	Yes	5% (2)	0% (0)	14% (2)	0% (0)	0% (0)	0% (0)	7% (1)	10% (1)	0% (0)
Kindergarten transition										
Received training in area	Did Not Receive	38% (15)	24% (4)	85% (11)	0% (0)	60% (3)	25% (1)	33% (4)	40% (4)	38% (3)
Helpfulness (if yes, only)	Not at All	8% (2)	15% (2)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	40% (2)
	A Little	12% (3)	23% (3)	0% (0)	0% (0)	0% (0)	33% (1)	13% (1)	17% (1)	0% (0)
	Average	48% (12)	46% (6)	50% (1)	60% (3)	100% (1)	0% (0)	63% (5)	50% (3)	40% (2)
	Very	28% (7)	15% (2)	50% (1)	40% (2)	0% (0)	67% (2)	25% (2)	33% (2)	20% (1)
	Extremely	4% (1)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)
Wants more training in this topic	Yes	11% (5)	11% (2)	14% (2)	20% (1)	17% (1)	0% (0)	14% (2)	0% (0)	22% (2)
Conducting classroom walk-throughs (Center Director's only)										
Received training in area	Did Not Receive	0% (0)								
	Not at All	0% (0)								
	A Little	0% (0)								
	Average	50% (2)								
	Very	50% (2)								
	Extremely	0% (0)								
Wants more training in this topic	Yes	25% (1)								

Question	Responses	All	Teachers	TAs	Coaches	Evergreen	Fort Belknap	Great Falls Head Start	Great Falls Public	Hardin
Pre- and post-conference coaching (Coaches only)										
Received training in area	Did Not Receive				0% (0)					
Helpfulness (if yes, only)	Not at All				0% (0)					
	A Little				0% (0)					
	Average				0% (0)					
	Very				75% (3)					
	Extremely				25% (1)					
Wants more training in this topic	Yes				0% (0)					
Using the OWL Teacher Observation Form (Coaches only)										
Received training in area	Did Not Receive				25% (1)					
Helpfulness (if yes, only)	Not at All				0% (0)					
	A Little				0% (0)					
	Average				0% (0)					
	Very				67% (2)					
	Extremely				33% (1)					
Wants more training in this topic	Yes				0% (0)					
Using the coaching binder or data notebook (Coaches only)										
Received training in area	Did Not Receive				25% (1)					
Helpfulness (if yes, only)	Not at All				0% (0)					
	A Little				0% (0)					
	Average				33% (1)					
	Very				33% (1)					
	Extremely				33% (1)					
Wants more training in this topic	Yes				0% (0)					

Question	Responses	All	Teachers	TAs	Coaches	Evergreen	Fort Belknap	Great Falls Head Start	Great Falls Public	Hardin
SUPPORT/COACHING FROM SPECIALISTS										
Early Interventionist										
Received Support	Yes		22% (4)			50% (1)	33% (1)	0% (0)	25% (1)	25% (1)
	No		22% (4)			0% (0)	33% (1)	40% (2)	0% (0)	25% (1)
	NA		56% (10)			50% (1)	33% (1)	60% (3)	75% (3)	50% (2)
Quantity (excludes NA above)	Too Little		0% (0)			0% (0)	0% (0)	0% (0)	0% (0)	0% (0)
	Just right		100% (3)			0% (0)	100% (1)	0% (0)	100% (1)	100% (1)
	Too much		0% (0)			0% (0)	0% (0)	0% (0)	0% (0)	0% (0)
Helpfulness (received support only)	Not at All		0% (0)			0% (0)	0% (0)	0% (0)	0% (0)	0% (0)
	A Little		0% (0)			0% (0)	0% (0)	0% (0)	0% (0)	0% (0)
	Average		0% (0)			0% (0)	0% (0)	0% (0)	0% (0)	0% (0)
	Very		100% (2)			0% (0)	0% (0)	0% (0)	100% (1)	100% (1)
	Extremely		0% (0)			0% (0)	0% (0)	0% (0)	0% (0)	0% (0)
Occupational Therapist										
Received Support	Yes		39% (7)			50% (1)	67% (2)	20% (1)	50% (2)	25% (1)
	No		17% (3)			0% (0)	0% (0)	40% (2)	0% (0)	25% (1)
	NA		44% (8)			50% (1)	33% (1)	40% (2)	50% (2)	50% (2)
Quantity (excludes NA above)	Too Little		0% (0)			0% (0)	0% (0)	0% (0)	0% (0)	0% (0)
	Just right		100% (6)			0% (0)	100% (2)	100% (1)	100% (2)	100% (1)
	Too much		0% (0)			0% (0)	0% (0)	0% (0)	0% (0)	0% (0)
Helpfulness (received support only)	Not at All		0% (0)			0% (0)	0% (0)	0% (0)	0% (0)	0% (0)
	A Little		0% (0)			0% (0)	0% (0)	0% (0)	0% (0)	0% (0)
	Average		40% (2)			0% (0)	50% (1)	50% (1)	0% (0)	0% (0)
	Very		60% (3)			0% (0)	0% (0)	0% (0)	100% (2)	100% (1)
	Extremely		0% (0)			0% (0)	0% (0)	0% (0)	0% (0)	0% (0)

Question	Responses	All	Teachers	TAs	Coaches	Evergreen	Fort Belknap	Great Falls Head Start	Great Falls Public	Hardin
SPED Coordinator										
Received Support	Yes		53% (9)			100% (2)	0% (0)	0% (0)	100% (4)	75% (3)
	No		18% (3)			0% (0)	0% (0)	40% (2)	0% (0)	25% (1)
	NA		29% (5)			0% (0)	100% (2)	60% (3)	0% (0)	0% (0)
Quantity (excludes NA above)	Too Little		22% (2)			0% (0)	0% (0)	0% (0)	25% (1)	25% (1)
	Just right		78% (7)			50% (1)	0% (0)	0% (0)	75% (3)	75% (3)
	Too much		0% (0)			0% (0)	0% (0)	0% (0)	0% (0)	0% (0)
Helpfulness (received support only)	Not at All		0% (0)			0% (0)	0% (0)	0% (0)	0% (0)	0% (0)
	A Little		13% (1)			0% (0)	0% (0)	0% (0)	25% (1)	0% (0)
	Average		13% (1)			0% (0)	0% (0)	0% (0)	25% (1)	0% (0)
	Very		38% (3)			0% (0)	0% (0)	0% (0)	25% (1)	67% (2)
	Extremely		38% (3)			100% (1)	0% (0)	0% (0)	25% (1)	33% (1)
SPEECH/LANGUAGE PATHOLOGIST										
Received Support	Yes		72% (13)			100% (2)	67% (2)	60% (3)	100% (4)	50% (2)
	No		17% (3)			0% (0)	33% (1)	40% (2)	0% (0)	0% (0)
	NA		11% (2)			0% (0)	0% (0)	0% (0)	0% (0)	50% (2)
Quantity (excludes NA above)	Too Little		8% (1)			0% (0)	0% (0)	33% (1)	0% (0)	0% (0)
	Just right		92% (12)			50% (1)	100% (3)	67% (2)	100% (4)	100% (2)
	Too much		0% (0)			0% (0)	0% (0)	0% (0)	0% (0)	0% (0)
Helpfulness (received support only)	Not at All		0% (0)			0% (0)	0% (0)	0% (0)	0% (0)	0% (0)
	A Little		9% (1)			0% (0)	0% (0)	33% (1)	0% (0)	0% (0)
	Average		27% (3)			0% (0)	100% (1)	0% (0)	50% (2)	0% (0)
	Very		36% (4)			0% (0)	0% (0)	33% (1)	25% (1)	100% (2)
	Extremely		27% (3)			100% (1)	0% (0)	33% (1)	25% (1)	0% (0)

Question	Responses	All	Teachers	TAs	Coaches	Evergreen	Fort Belknap	Great Falls Head Start	Great Falls Public	Hardin
STUDENT OUTCOMES										
Listening Comprehension skills										
Returning Children	Below Average		26% (29)			0% (0)	18% (7)	38% (10)	50% (4)	20% (8)
	Average		46% (51)			0% (0)	50% (19)	54% (14)	25% (2)	40% (16)
	Above Average		29% (32)			0% (0)	32% (12)	8% (2)	25% (2)	40% (16)
Kindergarten-bound Children	Below Average		16% (22)			13% (2)	17% (4)	20% (8)	12% (6)	18% (2)
	Average		41% (56)			47% (7)	26% (6)	63% (25)	37% (18)	0% (0)
	Above Average		43% (60)			40% (6)	57% (13)	18% (7)	51% (25)	82% (9)

APPENDIX D

Teacher Knowledge Survey Teacher Knowledge Survey Summary

MONTANA PARTNERSHIP FOR EARLY LITERACY TEACHER KNOWLEDGE SURVEY

Thank you for participating in the Montana Partnership for Early Literacy. Your responses on the enclosed questionnaire will help us understand what caregivers know about language and literacy development, and what you do to support learning for the children in your care setting.

This questionnaire consists of three parts. **Part I** is a series of multiple choice and true/false questions about ways to support language and literacy in the classroom. Please select the best answers from the available options.

Part II asks about your personal learning styles and your beliefs as a caregiver. In this section, we are only interested in your personal beliefs and preferences; there are no right or wrong answers.

Part III asks some questions about your personal characteristics and experiences.

- **Please complete all three sections**
- **Please do not skip any items.**

Your responses to this questionnaire will be kept completely confidential. We request your name and contact information solely to keep track of which questionnaires have been returned to us. Your name will never be used in reporting results from our project.

When your questionnaire is completed, please return it to your center's coach, sealed, in the envelope provided. Please return your questionnaire no later than Friday, March 5, 2010.

Thank you for your participation in this project!

Part I: Language and Literacy Knowledge

Directions: Carefully read each of the following multiple choice questions. Circle only one answer from the choices provided to you for each question. If you are unsure of the right answer, please make your best guess.

1. The ability to point to the print as what carries the message instead of the picture on a page indicates a child's understanding:
 - a. That the words are made up of sounds which can be blended together.
 - b. That the print is what is read.
 - c. That words in sentences relate to each other.
 - d. That words can regularly occur in the same contexts.
2. During group time, Ms. Betty is about to read a book to her 5-year olds. As she reads, she runs her finger along underneath the text. Why does she do this?
 - a. To help children connect sounds and letters.
 - b. To keep children's attention.
 - c. To help children understand how print works.
 - d. To improve children's letter knowledge.
3. Which of the following practices might **best** help children learn how letters are related to their letter names?
 - a. Matching pictures and beginning sounds.
 - b. Singing the alphabet song slowly and pointing to each letter.
 - c. Asking children to spell the letters of their name.
 - d. Saying the letters of the alphabet out of order.
4. All of the following instructional activities improve children's understanding of how we use print in daily activity **EXCEPT**:
 - a. Creating a print-rich environment.
 - b. Copying simple words.
 - c. Writing a menu.
 - d. Reading a recipe.
5. Which of the following is an appropriate method for assessment and evaluation of children in early childhood education settings?
 - a. Observation.
 - b. Documentation.
 - c. Interviews.
 - d. All of the above.

6. Which of the following statements best describes how print works in storybooks?
- Print is just like oral language.
 - Print is written by people.
 - Print is read from left to right and top to bottom.
 - All of the above.
7. Assessment of preschool children generally should be:
- Linked to the home background of each child.
 - Primarily norm-referenced.
 - Untimed but similar for all children.
 - Ongoing and informal.
8. Each of the following is an informal assessment technique appropriate for preschoolers **EXCEPT**:
- Anecdotal records.
 - Portfolios.
 - Running records.
 - Emergent storybook readings.
9. Which of the following statements describes authentic assessment?
- Children's learning is compared to others using norm-referenced assessment.
 - Children's learning is examined in the context of meaningful activity.
 - Children's learning is assessed using authentic children's literature.
 - Children's learning is assessed for understanding of real versus fantasy.
10. What are appropriate ways for early childhood educators to use observation as a method of assessing children?
- To make conclusions about a child's development.
 - To provide information to parents.
 - To plan new activities.
 - b and c only.
11. One way to informally assess a child's phonological awareness might be to ask the child:
- To retell a favorite story.
 - To identify nursery rhymes.
 - To identify the letters of the alphabet.
 - To sound out the letters in his or her name.

12. Which of the following is typical of the language development of 3-year-olds?
- a. Begins to use simple sentences of at least three to four words.
 - b. Begins to retell their favorite stories with a beginning, middle, and end.
 - c. Begins to carry on a conversation involving three or more turns.
 - d. Begins to use declarative statements, like "Mommy get me."
13. Each of the following is an effective way to foster language development **EXCEPT**:
- a. Asking children to plan, do, and review their free-choice activities.
 - b. Expanding children's responses, such as "You'd like to play in the kitchen and make pizza? And what kind of pizza would you like to make today?"
 - c. Re-reading a favorite book.
 - d. Encouraging children to respond to questions in complete sentences.
14. Which of the following statements best describes how Vygotsky viewed language development?
- a. Language development is innate and every child is born with all the tools needed to acquire language.
 - b. Language development is a social and cultural phenomenon.
 - c. Language development occurs the same way for all children.
 - d. Language development is a result of environmental conditioning.
15. Someone who engages children every day in play, discussions, conversations, and singing songs is likely to be providing which of the following:
- a. Opportunities for recognizing the relationship between sounds and letters.
 - b. Experiences for children to learn and use new language rules.
 - c. Opportunities for oral language development.
 - d. Kinesthetic tactile experiences.
16. Each of the following activities is helpful for promoting oral language development **EXCEPT**:
- a. Naming letters.
 - b. Outdoor play.
 - c. Singing.
 - d. Free-choice time.
17. Which of the following activities best promotes vocabulary development?
- a. Reading a story.
 - b. Writing.
 - c. Talking.
 - d. Watching television.

18. Which of the following best explains why developing phonemic awareness in English may be especially challenging for a child for whom English is a second language?
- a. The sound system of the child's first language may not use an alphabet.
 - b. Some languages may require attention only to whole words, not sounds in words.
 - c. Sometimes teachers may not articulate sounds clearly.
 - d. The sound structure of the child's first language may be different from English.
19. Which of the following statements best defines phonemic awareness?
- a. Matching letters and sounds.
 - b. Hearing and manipulating individual sounds in spoken words.
 - c. Recognizing and spelling the letters in syllables.
 - d. Identifying words in context.
20. The alphabetic principal is best described as the understanding that:
- a. Sounds in words can be represented by letters.
 - b. Letters are formed from curved and straight lines.
 - c. There are many different alphabets in the world.
 - d. The sounds we speak are different from the letters we write.
21. Phonological awareness is best described as the ability to:
- a. Hear the sounds of language as distinct from its meaning.
 - b. Match sounds to letters.
 - c. Recognize different animal sounds like "oink" and "meow."
 - d. Identify upper and lower-case letters.
22. Which of the following practices best help preschoolers blend sounds in words?
- a. Identifying words that begin with the same sound.
 - b. Distinguishing sounds in words.
 - c. Stretching the sounds out in a word and putting them together.
 - d. Hearing different sounds, and identifying the letters that correspond to those sounds.
23. Encouraging children's early writing attempts is important because:
- a. It improves children's spelling skills.
 - b. It helps children understand how sounds relate to letters.
 - c. It improves children's thinking skills.
 - d. It helps them develop good handwriting skills.

24. Children who are emergent writers benefit most from opportunities to:
- Explore the uses of writing for communicating with others.
 - Learn how to form upper and lower-case letters.
 - Copy the texts of favorite story books.
 - Write letters on lined paper.
25. Between the ages of 1 and 5, children learn to use symbols like marks on paper and pictures in their play to:
- Manipulate objects and understand them.
 - Create and communicate meaning.
 - Learn to differentiate media.
 - Describe the roles of a writer and reader.
26. Four-year-old Sarah has drawn a picture. As Sarah tells her about the picture, the teacher writes down her words, and then reads it back to her. This activity promotes literacy development by:
- Helping the child learn more about narratives and their structure.
 - Reinforcing the child's understanding of the parts of a story.
 - Increasing the child's awareness of the relationship between written and oral language.
 - Expanding the child's understanding that there are many ways to write letters.
27. The following activities are appropriate for promoting letter knowledge **EXCEPT**:
- Singing the alphabet song.
 - Playing with alphabet puzzles.
 - Comparing letter shapes.
 - Handwriting.
28. Encouraging children to spell "their way" is helpful because they may learn to:
- Write correctly.
 - Differentiate print from pictures.
 - Think actively about letter-sound relationships.
 - Figure out the differences between vowels and consonants.
29. All of the following are important ways to encourage preschooler's early writing **EXCEPT**:
- Encouraging correct spelling.
 - Taking dictation for children unwilling to write.
 - Displaying children's writing around the room.
 - Having a designated writing area equipped with crayons, pencils, stencils, and several types of paper.

30. The most age-appropriate strategy for assessing whether 4-year-olds are ready to learn mathematical symbols for the numbers one through nine is to see if they can:
- Count from one to nine.
 - Classify nine objects that are similar in shape.
 - Group nine objects into sets of twos and threes.
 - Demonstrate one-to-one correspondence using objects.
31. Mrs. Smith wants to teach the concepts of first, middle, and last to a group of four-year-old children. She might best do this by:
- Drawing three familiar characters in a row and indicating which character is in which place.
 - Lining up stuffed animals and indicating which animal is in which place.
 - Having children take turns standing in line and asking them to identify who is in which place.
 - Showing the children picture cards of sets of three objects and asking them to tell which objects are in which place.
32. Which of the following activities best reinforces children's understanding of the relationship between the letter "d" and the sound that it makes?
- Saying words that begin with "d" and pointing to the beginning letter.
 - Spelling words that have the letter "d" in it.
 - Rhyming aloud words that end with the letter "d."
 - Asking children to identify things around the room that begin with the letter "d."
33. Of the following groups of materials, which would be the best selection to aid 4-year-olds in developing initial concepts about the physical characteristics of different objects?
- Paper, stationery, envelopes, storybooks, and a telephone book.
 - A toy train, pictures of trains, stories about trains, and sound records of trains.
 - Apples, oranges, onions, and peaches.
 - Sandpaper, rough wood, silk cloth, and wet soap.
34. Each of the following is an appropriate activity for helping children understand one-to-one correspondence **EXCEPT**:
- Counting from 1 to 10.
 - Setting out napkins on the table to match the number of chairs.
 - Counting blocks by pointing to each block.
 - Modeling counting as you point to three objects.

35. If a teacher is trying to promote concepts of print, and a child asks, "Can I paint now?" the teacher might respond:
- "Let's see if your name is on the waiting list."
 - "You should put a paint apron on first, Aki."
 - "Didn't I see that you were painting a few minutes ago?"
 - "Looks like the paint easels are in use right now."
36. One way to encourage reading in the home is to:
- Go to the library.
 - Plan to read before bedtime.
 - Read often.
 - All of the above.
37. Which of the following is the most effective way to encourage young children to go to a cozy corner book area more often during free-choice time?
- Reward children who choose to go to the area during free-choice time.
 - Structure 20 minutes of independent reading time each morning.
 - Create an attractive area with open faced bookshelves.
 - Provide at least 50-100 books in the area.
38. Placing menus with pictures and print in the dramatic play center may support young children's:
- Understanding of left to right progression.
 - Awareness of the functions of print.
 - Spelling development.
 - All of the above.
39. Ms. Jones places a variety of books in all centers throughout her child care setting. For example, in the kitchen play area she has a selection of simple cookbooks. In the art center, she has several art books. She has some newspapers and magazines in the dramatic play center, and brings a basket of nature and insect books with her when she takes the children outdoors. In what way does this support early reading development for young children?
- It helps children learn to think about reading as an important part of their daily activities.
 - It ensures that children will spend at least an hour each day reading.
 - It gives children more situations in which they must read to do certain activities.
 - It prevents children from becoming too dependent on Ms. Jones for information and guidance.

40. Interactive storybook reading means that:
- Children are encouraged to read along with their peers.
 - Children are encouraged to predict what comes next in a story.
 - Children have opportunities to read aloud.
 - Children get to act out the story.
41. Kyesha is a 4-year-old preschooler with reading skills at the kindergarten level. What is the best approach to take with Kyesha to create a supportive learning environment for her?
- Keep her involved in all group activities so her peers do not notice the difference in her ability.
 - Encourage her parents to enroll her in kindergarten immediately.
 - Make sure she has plenty of opportunities to interact with books on her own.
 - Have her act as a tutor to other children who may show little interest in reading.
42. Which of the following statements best describes why integrating curriculum is important in preschool settings?
- Children cannot really distinguish between science, reading, and math, and so it makes sense to place all subject matter together.
 - Children are exposed to in-depth study of important information topics.
 - Children need to begin to learn about many different things they will be assessed on in first grade.
 - Children do not seem to enjoy curriculum that is not integrated.
43. Vygotsky's *zone of proximal development* emphasizes:
- The difference between a child's level of independent functioning and his or her performance when aided by an adult.
 - The difference between practical, creative, and academic learning.
 - Factors that lead to changes in cognitive tasks.
 - The importance of motivation and the expectation of success.
44. Early childhood educators support English language learning for second language learners by each of the following activities **EXCEPT**:
- Modeling appropriate use of English.
 - Creating environmental print in children's first and second language.
 - Correcting children's grammar and mispronunciations.
 - Reading storybooks in English.

45. A *developmentally-appropriate* curriculum is one that:
- a. An early childhood educator always plans in cooperation with parents.
 - b. Builds upon the interests of children.
 - c. Places a greater emphasis on play than on cognitive skill development.
 - d. Is established in advance.
46. The pre-operational stage is the second stage of Piaget's theory of cognitive development. Which of the following accurately describes characteristics of children in the stage of cognitive development?
- a. Accelerated language development.
 - b. Less dependence on sensorimotor action.
 - c. Dependence on concrete representations.
 - d. All of the above.
47. An early childhood educator who visits with parents at the beginning of each new year and discusses their child's interests is most likely attempting to do which of the following?
- a. Gain information that can be used to make engaging assessments.
 - B. Gain information that can be used to plan holiday activities.
 - c. Integrate children's home background in planned activities.
 - d. Help families best utilize community resources.
48. Which of the following models of early childhood education uses *developmentally appropriate* practice methods?
- a. Montessori.
 - b. Head Start.
 - d. Reggio Emilia
 - d. All of the above.
49. Each of the following helps involve parents and families in their children's early education program, EXCEPT:
- a. Making home visits to get to know parents and families better.
 - b. Asking parents what goals they have for their children, and plan activities to try to help children meet these goals.
 - c. Communicating regularly with parents about their children's progress.
 - d. Calling parents when a child misbehaves.

50. Ms. Ruppert wants to foster multicultural awareness and appreciation among the diverse children in her child care setting. Which of the following is the best way to go about doing this?
- a. Emphasize the similarities between children of different racial and ethnic groups.
 - b. Help children develop a better understanding of themselves, their culture, and the culture of others.
 - c. Invite parents to visit the classroom to share stories about their family traditions.
 - d. Designate a particular day of the week to highlight different cultures not represented by children in the setting.

Directions: Carefully read each of the following statements. At the end of each statement, please indicate whether you think the statement is TRUE or FALSE by circling the best choice. If you are unsure of the correct answer, please make your best guess.

1. It is common for children to have letter name knowledge by age 4.	TRUE	FALSE
2. Children who are non-English language speakers benefit most when they are required to speak in English in formal settings.	TRUE	FALSE
3. Children typically have an intuitive understanding of numbers by the age of 4.	TRUE	FALSE
4. Children's vocabulary in the early years is a strong predictor of their later reading achievement.	TRUE	FALSE
5. It is more important to have small teacher-child ratios in the toddler years when children are beginning to talk, than in early infancy when children spend most of their time napping.	TRUE	FALSE
6. 6. Children always advance from one identifiable stage to another.	TRUE	FALSE
7. Reading instruction should begin about when children are 6½ years old.	TRUE	FALSE
8. Children can generally understand more language than they can produce.	TRUE	FALSE
9. It is common for children to have some number name knowledge by age 2½.	TRUE	FALSE

10. Children's beginning writing attempts often look like block letters.	TRUE	FALSE
11. Second language learners should be exposed on a regular basis to storybooks in English.	TRUE	FALSE
12. Standardized tests with validity and reliability are the best way to determine if a child is ready for kindergarten.	TRUE	FALSE
13. Children learn to sort and identify letters by their sound features.	TRUE	FALSE
14. Children's knowledge of nursery rhymes is related to their letter knowledge.	TRUE	FALSE
15. Infants learn about their world through sensing and acting.	TRUE	FALSE
16. Correcting a child when he makes a statement like "I runned" by saying, "No, you mean you ran?" helps him learn syntax.	TRUE	FALSE
17. Encouraging parents of second language learners to use the English language exclusively in the home enhances children's English acquisition.	TRUE	FALSE
18. Fathers can affect their children's attitudes and engagement with books.	TRUE	FALSE
19. Parents should point to each word in picture books as they read to their child.	TRUE	FALSE
20. Block areas generate large amounts of child communication.	TRUE	FALSE

Part II: Teaching Beliefs & Learning Styles

In this section, we are interested in your personal opinions and beliefs. There are no right or wrong answers—only what you feel is right for you. Please think about each statement carefully, and choose the response that best describes how you feel.

Please rate how much you agree or disagree with each statement.

Strongly Disagree ①	Disagree ②	Neutral ③	Agree ④	Strongly Agree ⑤	
1. I am confident in my ability to support the early reading and writing skills of all of the children in my care.	①	②	③	④	⑤
2. I am confident that I can help all of the children in my care develop early writing skills.	①	②	③	④	⑤
3. I enjoy learning about new ways to teach early reading and writing skills.	①	②	③	④	⑤
4. Changing my practice to better support early language development would take a lot of time and energy.	①	②	③	④	⑤
5. I am confident that I can help children whose first language is not English make significant progress in their language skills.	①	②	③	④	⑤
6. I am confident that I can teach all of the children in my care to recognize rhymes.	①	②	③	④	⑤
7. I am interested in learning more about how to support children's language development.	①	②	③	④	⑤
8. I am not very effective in keeping track of children's early reading and writing skill development.	①	②	③	④	⑤
9. Being able to support children's language development is more important to me than other teaching skills.	①	②	③	④	⑤
10. I have the knowledge and skills to work effectively with a child who has language difficulties.	①	②	③	④	⑤
11. I am confident that I can motivate all of the children in my care to read or look at books regularly.	①	②	③	④	⑤
12. Being a caregiver who can foster children's early reading and writing skills is important to me.	①	②	③	④	⑤

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree			
①	②	③	④	⑤			
13. Learning new ways to support children’s early reading and writing skills would be useful to me.			①	②	③	④	⑤
14. I don’t teach early reading and writing skills as well as I teach other skills.			①	②	③	④	⑤
15. I understand language concepts well enough to be effective in supporting children’s development of early reading and writing skills.			①	②	③	④	⑤
16. I am confident that I can teach all of the children in my care to recognize letter sounds.			①	②	③	④	⑤
17. I would value having a better understanding of children’s early language development			①	②	③	④	⑤
18. I would have to give up things I enjoy doing in order to invest time in learning about children’s development of early reading and writing skills.			①	②	③	④	⑤
19. I am confident that I can teach all of the children in my care all their alphabet letters.			①	②	③	④	⑤
20. I am confident that I can help all of the children in my care make significant progress in their language skills this year.			①	②	③	④	⑤

Part III: Personal Information

Your name: _____

At what center do you work?

- | | |
|--|---|
| <input type="radio"/> Evergreen | <input type="radio"/> Hardin |
| <input type="radio"/> Fort Belknap Agency | <input type="radio"/> Great Falls: Annex |
| <input type="radio"/> Fort Belknap Ramona King | <input type="radio"/> Great Falls: Longfellow |
| <input type="radio"/> Fort Belknap Three Strikes | <input type="radio"/> Great Falls: Skyline |

What is your role?

- | | |
|---|--------------------------------|
| <input type="radio"/> Lead teacher | <input type="radio"/> Coach |
| <input type="radio"/> Assistant teacher | <input type="radio"/> Director |

What is your highest education level?

- | | |
|---|---|
| <input type="radio"/> Some high school | <input type="radio"/> Associate Degree |
| <input type="radio"/> High School Diploma/GED | <input type="radio"/> Bachelor's Degree |
| <input type="radio"/> Some college | <input type="radio"/> Master's Degree |
| | <input type="radio"/> Other |

Which best describes your race or ethnicity?

- | | |
|---|------------------------------------|
| <input type="radio"/> American Indian | <input type="radio"/> White |
| <input type="radio"/> Asian or Pacific Islander | <input type="radio"/> Multiracial: |
| <input type="radio"/> Hispanic Latino | <input type="radio"/> Other: |
| <input type="radio"/> Black | |

About how many years have you worked in child care?

- | | |
|--|---|
| <input type="radio"/> This is my first year. | <input type="radio"/> 10-14 years. |
| <input type="radio"/> 2-4 years. | <input type="radio"/> 15-19 years. |
| <input type="radio"/> 5-9 years. | <input type="radio"/> 20 or more years. |

Do you have a CDA credential? ☐ Yes ☐ No

Thank you for completing this questionnaire!

**Please place the survey in the envelope provided,
seal it, and return it to your coach by May 6, 2011.**

Teacher Knowledge Survey

#	Survey Item (correct response in bold print)	All Centers	Evergreen	Fort Belknap	Great Falls HS	Great Falls Public	Hardin	Teachers	TAs	Coaches
	<i>N</i>	43	6	5	8	14	10	20	12	4
	PRINT AWARENESS	55%	63%	38%	63%	59%	48%	56%	47%	66%
1	The ability to point to the print as what carries the message instead of the picture on a page indicates a child's understanding: a. That the words are made up of sounds which can be blended together. b. That the print is what is read. c. That words in sentences relate to each other. d. That words can regularly occur in the same contexts.	81%	100%	20%	100%	79%	90%	80%	75%	100%
2	During group time, Ms. Betty is about to read a book to her 5-year olds. As she reads, she runs her finger along underneath the text. Why does she do this? a. To help children connect sounds and letters. b. To keep children's attention. c. To help children understand how print works. d. To improve children's letter knowledge.	77%	100%	20%	88%	86%	70%	80%	58%	100%
4	All of the following instructional activities improve children's understanding of how we use print in daily activity EXCEPT: a. Creating a print-rich environment. b. Copying simple words. c. Writing a menu. d. Reading a recipe.	49%	50%	20%	38%	64%	50%	60%	33%	60%
6	Which of the following statements best describes how print works in storybooks? a. Print is just like oral language. b. Print is written by people. c. Print is read from left to right and top to bottom. d. All of the above.	14%	0%	0%	38%	14%	10%	10%	25%	0%
26	Four-year-old Sarah has drawn a picture. As Sarah tells her about the picture, the teacher writes down her words, and then reads it back to her. This activity promotes literacy development by: a. Helping the child learn more about narratives and their structure. b. Reinforcing the child's understanding of the parts of a story. c. Increasing the child's awareness of the relationship between written and oral language.	98%	100%	100%	100%	93%	100%	100%	92%	100%

#	Survey Item (correct response in bold print)	All Centers	Evergreen	Fort Belknap	Great Falls HS	Great Falls Public	Hardin	Teachers	TAs	Coaches
	<i>N</i>	43	6	5	8	14	10	20	12	4
	d. Expanding the child's understanding that there are many ways to write letters.									
35	If a teacher is trying to promote concepts of print, and a child asks, "Can I paint now?" the teacher might respond: a. "Let's see if your name is on the waiting list." b. "You should put a paint apron on first, Aki." c. "Didn't I see that you were painting a few minutes ago?" d. "Looks like the paint easels are in use right now."	84%	100%	80%	88%	93%	60%	95%	58%	100%
38	Placing menus with pictures and print in the dramatic play center may support young children's: a. Understanding of left to right progression. b. Awareness of the functions of print. c. Spelling development. d. All of the above.	23%	33%	40%	38%	21%	0%	20%	25%	20%
19	F: Parents should point to each word in picture books as they read to their child	14%	17%	20%	13%	21%	0%	5%	8%	20%
	ASSESSMENT	64%	67%	58%	61%	65%	68%	73%	49%	70%
5	Which of the following is an appropriate method for assessment and evaluation of children in early childhood education settings? a. Observation. b. Documentation. c. Interviews. d. All of the above.	100%	100%	100%	100%	100%	100%	100%	100%	100%
7	Assessment of preschool children generally should be: a. Linked to the home background of each child. b. Primarily norm-referenced. c. Untimed but similar for all children. d. Ongoing and informal.	84%	67%	60%	75%	93%	100%	90%	92%	100%
8	Each of the following is an informal assessment technique appropriate for preschoolers EXCEPT: a. Anecdotal records. b. Portfolios. c. Running records. d. Emergent storybook readings.	23%	17%	20%	13%	7%	60%	25%	0%	40%

#	Survey Item (correct response in bold print)	All Centers	Evergreen	Fort Belknap	Great Falls HS	Great Falls Public	Hardin	Teachers	TAs	Coaches
	<i>N</i>	43	6	5	8	14	10	20	12	4
9	Which of the following statements describes authentic assessment? a. Children's learning is compared to others using norm-referenced assessment. b. Children's learning is examined in the context of meaningful activity. c. Children's learning is assessed using authentic children's literature. d. Children's learning is assessed for understanding of real versus fantasy.	70%	67%	60%	75%	79%	60%	80%	42%	60%
10	What are appropriate ways for early childhood educators to use observation as a method of assessing children? a. To make conclusions about a child's development. b. To provide information to parents. c. To plan new activities. d. b and c only.	79%	83%	60%	63%	79%	100%	90%	83%	60%
30	The most age-appropriate strategy for assessing whether 4-year-olds are ready to learn mathematical symbols for the numbers one through nine is to see if they can: a. Count from one to nine. b. Classify nine objects that are similar in shape. c. Group nine objects into sets of twos and threes. d. Demonstrate one-to-one correspondence using objects.	74%	83%	100%	88%	64%	60%	100%	17%	80%
12	F: Standardized tests with validity and reliability are the best way to determine if a child is ready for kindergarten.	77%	100%	60%	75%	86%	60%	90%	50%	100%
	LANGUAGE AND VOCABULARY DEVELOPMENT	57%	62%	49%	57%	47%	72%	56%	53%	57%
12	Which of the following is typical of the language development of 3-year-olds? a. Begins to use simple sentences of at least three to four words. b. Begins to retell their favorite stories with a beginning, middle, and end. c. Begins to carry on a conversation involving three or more turns. d. Begins to use declarative statements, like "Mommy get me."	12%	0%	0%	0%	36%	0%	20%	8%	0%
13	Each of the following is an effective way to foster language development EXCEPT: a. Asking children to plan, do, and review their free-choice activities. b. Expanding children's responses, such as "You'd like to play in the kitchen and make pizza? And what kind of pizza would you like to make today?" c. Re-reading a favorite book. d. Encouraging children to respond to questions in complete sentences.	9%	0%	20%	0%	14%	10%	10%	0%	0%

#	Survey Item (correct response in bold print)	All Centers	Evergreen	Fort Belknap	Great Falls HS	Great Falls Public	Hardin	Teachers	TAs	Coaches
	<i>N</i>	43	6	5	8	14	10	20	12	4
14	Which of the following statements best describes how Vygotsky viewed language development? a. Language development is innate and every child is born with all the tools needed to acquire language. b. Language development is a social and cultural phenomenon. c. Language development occurs the same way for all children. d. Language development is a result of environmental conditioning.	42%	83%	0%	50%	21%	60%	40%	33%	40%
15	Someone who engages children every day in play, discussions, conversations, and singing songs is likely to be providing which of the following: a. Opportunities for recognizing the relationship between sounds and letters. b. Experiences for children to learn and use new language rules. c. Opportunities for oral language development. d. Kinesthetic tactile experiences.	77%	83%	100%	75%	50%	100%	85%	67%	40%
16	Each of the following activities is helpful for promoting oral language development EXCEPT: a. Naming letters. b. Outdoor play. c. Singing. d. Free-choice time.	63%	67%	40%	63%	43%	100%	60%	67%	60%
17	Which of the following activities best promotes vocabulary development? a. Reading a story. b. Writing. c. Talking. d. Watching television.	42%	50%	60%	50%	7%	70%	30%	67%	0%
4	T: Children's vocabulary in the early years is a strong predictor of their later reading achievement.	79%	67%	80%	100%	57%	100%	70%	75%	100%
5	F: It is more important to have small teacher-child ratios in the toddler years when children are beginning to talk, than in early infancy when children spend most of their time napping.	63%	67%	40%	63%	71%	60%	85%	25%	80%
8	T: Children can generally understand more language than they can produce.	86%	100%	60%	88%	79%	100%	75%	92%	100%
16	F: Correcting a child when he makes a statement like "I runned" by saying, "No, you mean you ran?" helps him learn syntax.	56%	67%	40%	38%	43%	90%	40%	58%	80%
20	T: Block areas generate large amounts of child communication.	98%	100%	100%	100%	93%	100%	100%	92%	100%

#	Survey Item (correct response in bold print)	All Centers	Evergreen	Fort Belknap	Great Falls HS	Great Falls Public	Hardin	Teachers	TAs	Coaches
	<i>N</i>	43	6	5	8	14	10	20	12	4
	PHONEMIC/PHONOLOGICAL AWARENESS/PHONICS	65%	70%	44%	64%	68%	67%	65%	61%	64%
11	One way to informally assess a child's phonological awareness might be to ask the child: a. To retell a favorite story. b. To identify nursery rhymes. c. To identify the letters of the alphabet. d. To sound out the letters in his or her name.	7%	17%	0%	0%	14%	0%	5%	8%	20%
18	Which of the following best explains why developing phonemic awareness in English may be especially challenging for a child for whom English is a second language? a. The sound system of the child's first language may not use an alphabet. b. Some languages may require attention only to whole words, not sounds in words. c. Sometimes teachers may not articulate sounds clearly. d. The sound structure of the child's first language may be different from English.	72%	83%	40%	50%	100%	60%	80%	50%	80%
19	Which of the following statements best defines phonemic awareness? a. Matching letters and sounds. b. Hearing and manipulating individual sounds in spoken words. c. Recognizing and spelling the letters in syllables. d. Identifying words in context.	86%	67%	100%	88%	79%	100%	100%	58%	80%
20	The alphabetic principal is best described as the understanding that: a. Sounds in words can be represented by letters. b. Letters are formed from curved and straight lines. c. There are many different alphabets in the world. d. The sounds we speak are different from the letters we write.	81%	100%	40%	75%	79%	100%	85%	83%	80%
21	Phonological awareness is best described as the ability to: a. Hear the sounds of language as distinct from its meaning. b. Match sounds to letters. c. Recognize different animal sounds like "oink" and "meow." d. Identify upper and lower-case letters.	60%	67%	40%	75%	64%	50%	50%	75%	40%

#	Survey Item (correct response in bold print)	All Centers	Evergreen	Fort Belknap	Great Falls HS	Great Falls Public	Hardin	Teachers	TAs	Coaches
	<i>N</i>	43	6	5	8	14	10	20	12	4
22	Which of the following practices best help preschoolers blend sounds in words? a. Identifying words that begin with the same sound. b. Distinguishing sounds in words. c. Stretching the sounds out in a word and putting them together. d. Hearing different sounds, and identifying the letters that correspond to those sounds.	86%	100%	100%	63%	86%	90%	80%	92%	80%
32	Which of the following activities best reinforces children's understanding of the relationship between the letter "d" and the sound that it makes? a. Saying words that begin with "d" and pointing to the beginning letter. b. Spelling words that have the letter "d" in it. c. Rhyming aloud words that end with the letter "d." d. Asking children to identify things around the room that begin with the letter "d."	40%	67%	40%	50%	21%	40%	25%	58%	40%
13	F: Children learn to sort and identify letters by their sound features.	65%	67%	0%	88%	79%	60%	75%	50%	60%
14	F: Children's knowledge of nursery rhymes is related to their letter knowledge.	84%	67%	40%	88%	93%	100%	85%	75%	100%
	EMERGENT WRITING	78%	81%	77%	69%	77%	87%	84%	64%	83%
23	Encouraging children's early writing attempts is important because: a. It improves children's spelling skills. b. It helps children understand how sounds relate to letters. c. It improves children's thinking skills. d. It helps them develop good handwriting skills.	79%	100%	60%	38%	86%	100%	85%	67%	80%
24	Children who are emergent writers benefit most from opportunities to: a. Explore the uses of writing for communicating with others. b. Learn how to form upper and lower-case letters. c. Copy the texts of favorite story books. d. Write letters on lined paper.	72%	83%	80%	75%	71%	60%	85%	33%	100%
25	Between the ages of 1 and 5, children learn to use symbols like marks on paper and pictures in their play to: a. Manipulate objects and understand them. b. Create and communicate meaning. c. Learn to differentiate media. d. Describe the roles of a writer and reader.	88%	100%	100%	75%	79%	100%	90%	75%	100%

#	Survey Item (correct response in bold print)	All Centers	Evergreen	Fort Belknap	Great Falls HS	Great Falls Public	Hardin	Teachers	TAs	Coaches
	<i>N</i>	43	6	5	8	14	10	20	12	4
28	Encouraging children to spell “their way” is helpful because they may learn to: a. Write correctly. b. Differentiate print from pictures. c. Think actively about letter-sound relationships. d. Figure out the differences between vowels and consonants.	88%	83%	60%	100%	86%	100%	90%	75%	100%
29	All of the following are important ways to encourage preschooler’s early writing EXCEPT: a. Encouraging correct spelling. b. Taking dictation for children unwilling to write. c. Displaying children’s writing around the room. d. Having a designated writing area equipped with crayons, pencils, stencils, and several types of paper.	91%	100%	60%	88%	93%	100%	90%	92%	100%
10	T: Children’s beginning writing attempts often look like block letters	51%	17%	100%	38%	50%	60%	65%	42%	20%
	READING	91%	92%	87%	94%	90%	93%	93%	86%	96%
36	One way to encourage reading in the home is to: a. Go to the library. b. Plan to read before bedtime. c. Read often. d. All of the above.	100%	100%	100%	100%	100%	100%	100%	100%	100%
37	Which of the following is the most effective way to encourage young children to go to a cozy corner book area more often during free-choice time? a. Reward children who choose to go to the area during free-choice time. b. Structure 20 minutes of independent reading time each morning. c. Create an attractive area with open faced bookshelves. d. Provide at least 50-100 books in the area.	86%	100%	60%	88%	79%	100%	85%	83%	100%

#	Survey Item (correct response in bold print)	All Centers	Evergreen	Fort Belknap	Great Falls HS	Great Falls Public	Hardin	Teachers	TAs	Coaches
	<i>N</i>	43	6	5	8	14	10	20	12	4
39	Ms. Jones places a variety of books in all centers throughout her child care setting. For example, in the kitchen play area she has a selection of simple cookbooks. In the art center, she has several art books. She has some newspapers and magazines in the dramatic play center, and brings a basket of nature and insect books with her when she takes the children outdoors. In what way does this support early reading development for young children? a. It helps children learn to think about reading as an important part of their daily activities. b. It ensures that children will spend at least an hour each day reading. c. It gives children more situations in which they must read to do certain activities. d. It prevents children from becoming too dependent on Ms. Jones for information and guidance.	88%	100%	80%	100%	100%	60%	95%	67%	100%
40	Interactive storybook reading means that: a. Children are encouraged to read along with their peers. b. Children are encouraged to predict what comes next in a story. c. Children have opportunities to read aloud. d. Children get to act out the story.	79%	50%	80%	75%	79%	100%	75%	83%	80%
7	F: Reading instruction should begin about when children are 6½ years old.	98%	100%	100%	100%	93%	100%	100%	92%	100%
18	T: Fathers can affect their children's attitudes and engagement with books.	98%	100%	100%	100%	93%	100%	100%	92%	100%
	DIFFERENTIATING INSTRUCTION	77%	94%	60%	67%	70%	92%	76%	74%	100%
41	Kyesha is a 4-year-old preschooler with reading skills at the kindergarten level. What is the best approach to take with Kyesha to create a supportive learning environment for her? a. Keep her involved in all group activities so her peers do not notice the difference in her ability. b. Encourage her parents to enroll her in kindergarten immediately. c. Make sure she has plenty of opportunities to interact with books on her own. d. Have her act as a tutor to other children who may show little interest in reading.	74%	83%	100%	75%	43%	100%	70%	58%	100%

#	Survey Item (correct response in bold print)	All Centers	Evergreen	Fort Belknap	Great Falls HS	Great Falls Public	Hardin	Teachers	TAs	Coaches
	<i>N</i>	43	6	5	8	14	10	20	12	4
43	Vygotsky's zone of proximal development emphasizes: a. The difference between a child's level of independent functioning and his or her performance when aided by an adult. b. The difference between practical, creative, and academic learning. c. Factors that lead to changes in cognitive tasks. d. The importance of motivation and the expectation of success.	84%	100%	80%	50%	86%	100%	85%	83%	100%
44	Early childhood educators support English language learning for second language learners by each of the following activities EXCEPT: a. Modeling appropriate use of English. b. Creating environmental print in children's first and second language. c. Correcting children's grammar and mispronunciations. d. Reading storybooks in English.	67%	100%	20%	63%	50%	100%	55%	75%	100%
45	A developmentally-appropriate curriculum is one that: a. An early childhood educator always plans in cooperation with parents. b. Builds upon the interests of children. c. Places a greater emphasis on play than on cognitive skill development. d. Is established in advance.	74%	100%	60%	38%	71%	100%	75%	75%	100%
46	The pre-operational stage is the second stage of Piaget's theory of cognitive development. Which of the following accurately describes characteristics of children in the stage of cognitive development? a. Accelerated language development. b. Less dependence on sensorimotor action. c. Dependence on concrete representations. d. All of the above.	86%	83%	100%	75%	86%	90%	90%	92%	100%
6	F: Children always advance from one identifiable stage to another.	74%	100%	0%	100%	86%	60%	80%	58%	100%
	FAMILY AND CULTURE	73%	72%	73%	83%	69%	70%	75%	64%	83%
47	An early childhood educator who visits with parents at the beginning of each new year and discusses their child's interests is most likely attempting to do which of the following? a. Gain information that can be used to make engaging assessments. b. Gain information that can be used to plan holiday activities. c. Integrate children's home background in planned activities. d. Help families best utilize community resources.	74%	100%	40%	100%	71%	60%	90%	33%	100%

#	Survey Item (correct response in bold print)	All Centers	Evergreen	Fort Belknap	Great Falls HS	Great Falls Public	Hardin	Teachers	TAs	Coaches
	<i>N</i>	43	6	5	8	14	10	20	12	4
49	Each of the following helps involve parents and families in their children's early education program, EXCEPT: a. Making home visits to get to know parents and families better. b. Asking parents what goals they have for their children, and plan activities to try to help children meet these goals. c. Communicating regularly with parents about their children's progress. d. Calling parents when a child misbehaves.	98%	100%	100%	100%	93%	100%	100%	92%	100%
50	Ms. Ruppert wants to foster multicultural awareness and appreciation among the diverse children in her child care setting. Which of the following is the best way to go about doing this? a. Emphasize the similarities between children of different racial and ethnic groups. b. Help children develop a better understanding of themselves, their culture, and the culture of others. c. Invite parents to visit the classroom to share stories about their family traditions. d. Designate a particular day of the week to highlight different cultures not represented by children in the setting.	47%	17%	80%	50%	43%	50%	35%	67%	40%
	LETTER KNOWLEDGE	40%	44%	20%	58%	36%	37%	42%	36%	50%
3	Which of the following practices might best help children learn how letters are related to their letter names? a. Matching pictures and beginning sounds. b. Singing the alphabet song slowly and pointing to each letter. c. Asking children to spell the letters of their name. d. Saying the letters of the alphabet out of order.	26%	50%	0%	38%	0%	50%	30%	17%	40%
27	The following activities are appropriate for promoting letter knowledge EXCEPT: a. Singing the alphabet song. b. Playing with alphabet puzzles. c. Comparing letter shapes. d. Handwriting.	44%	67%	0%	50%	36%	60%	35%	50%	80%
1	T: It is common for children to have letter name knowledge by age 4.	49%	17%	60%	88%	71%	0%	60%	42%	20%

#	Survey Item (correct response in bold print)	All Centers	Evergreen	Fort Belknap	Great Falls HS	Great Falls Public	Hardin	Teachers	TAs	Coaches
	<i>N</i>	43	6	5	8	14	10	20	12	4
	MATH	54%	60%	64%	60%	44%	54%	57%	40%	55%
30	The most age-appropriate strategy for assessing whether 4-year-olds are ready to learn mathematical symbols for the numbers one through nine is to see if they can: a. Count from one to nine. b. Classify nine objects that are similar in shape. c. Group nine objects into sets of twos and threes. d. Demonstrate one-to-one correspondence using objects.	74%	83%	100%	88%	64%	60%	100%	17%	80%
31	Mrs. Smith wants to teach the concepts of first, middle, and last to a group of four-year-old children. She might best do this by: a. Drawing three familiar characters in a row and indicating which character is in which place. b. Lining up stuffed animals and indicating which animal is in which place. c. Having children take turns standing in line and asking them to identify who is in which place. d. Showing the children picture cards of sets of three objects and asking them to tell which objects are in which place.	12%	33%	0%	25%	0%	10%	10%	0%	20%
34	Each of the following is an appropriate activity for helping children understand one-to-one correspondence EXCEPT: a. Counting from 1 to 10. b. Setting out napkins on the table to match the number of chairs. c. Counting blocks by pointing to each block. d. Modeling counting as you point to three objects.	88%	100%	80%	88%	79%	100%	95%	75%	80%
3	T: Children typically have an intuitive understanding of numbers by the age of 4.	49%	17%	80%	50%	50%	50%	60%	33%	60%
9	F: It is common for children to have some number name knowledge by age 2½.	47%	67%	60%	50%	29%	50%	20%	75%	40%
	SCIENCE									
33	Of the following groups of materials, which would be the best selection to aid 4-year-olds in developing initial concepts about the physical characteristics of different objects? a. Paper, stationery, envelopes, storybooks, and a telephone book. b. A toy train, pictures of trains, stories about trains, and sound records of trains. c. Apples, oranges, onions, and peaches. d. Sandpaper, rough wood, silk cloth, and wet soap.	81%	100%	60%	75%	71%	100%	85%	75%	100%

#	Survey Item (correct response in bold print)	All Centers	Evergreen	Fort Belknap	Great Falls HS	Great Falls Public	Hardin	Teachers	TAs	Coaches
	<i>N</i>	43	6	5	8	14	10	20	12	4
	ELLs	81%	92%	65%	75%	86%	80%	85%	65%	94%
18	Which of the following best explains why developing phonemic awareness in English may be especially challenging for a child for whom English is a second language? a. The sound system of the child's first language may not use an alphabet. b. Some languages may require attention only to whole words, not sounds in words. c. Sometimes teachers may not articulate sounds clearly. d. The sound structure of the child's first language may be different from English.	72%	83%	40%	50%	100%	60%	80%	50%	80%
2	F: Children who are non-English language speakers benefit most when they are required to speak in English in formal settings.	79%	100%	100%	75%	79%	60%	95%	33%	100%
11	T: Second language learners should be exposed on a regular basis to storybooks in English.	91%	100%	80%	88%	86%	100%	85%	92%	100%
17	F: Encouraging parents of second language learners to use the English language exclusively in the home enhances children's English acquisition.	81%	83%	40%	88%	79%	100%	80%	83%	100%
	MISCELLANEOUS									
48	Which of the following models of early childhood education uses developmentally appropriate practice methods? a. Montessori. b. Head Start. c. Reggio Emilia d. All of the above.	93%	100%	100%	100%	79%	100%	100%	75%	100%
42	Which of the following statements best describes why integrating curriculum is important in preschool settings? a. Children cannot really distinguish between science, reading, and math, and so it makes sense to place all subject matter together. b. Children are exposed to in-depth study of important information topics. c. Children need to begin to learn about many different things they will be assessed on in first grade. d. Children do not seem to enjoy curriculum that is not integrated.	37%	83%	20%	50%	36%	10%	35%	25%	60%
15	T: Infants learn about their world through sensing and acting.	95%	100%	80%	88%	100%	100%	90%	100%	100%

# Survey Item			All Centers	Evergreen	Fort Belnap	Great Falls HS	Great Falls Public	Hardin	Teachers	TAs	Coaches
N			43	6	5	8	14	10	20	12	4
CONFIDENCE		Part 2									
20	I am confident that I can help all of the children in my care make significant progress in their language skills this year.	Strongly Disagree	0%	0%	0%	0%	0%	0%	0%	0%	0%
		Disagree	0%	0%	0%	0%	0%	0%	0%	0%	0%
		Neutral	7%	0%	0%	0%	7%	22%	11%	8%	0%
		Agree	55%	67%	80%	63%	57%	22%	47%	58%	75%
		Strongly Agree	38%	33%	20%	38%	36%	56%	42%	33%	25%
		Agree & Strongly Agree	93%	100%	100%	101%	93%	78%	89%	91%	100%
11	I am confident that I can motivate all of the children in my care to read or look at books regularly.	Strongly Disagree	0%	0%	0%	0%	0%	0%	0%	0%	0%
		Disagree	0%	0%	0%	0%	0%	0%	0%	0%	0%
		Neutral	12%	0%	0%	25%	14%	11%	5%	17%	25%
		Agree	52%	67%	60%	38%	57%	44%	74%	42%	50%
		Strongly Agree	36%	33%	40%	38%	29%	44%	21%	42%	25%
		Agree & Strongly Agree	88%	100%	100%	76%	86%	88%	95%	84%	75%
1	I am confident in my ability to support the early reading and writing skills of all of the children in my care.	Strongly Disagree	0%	0%	0%	0%	0%	0%	0%	0%	0%
		Disagree	0%	0%	0%	0%	0%	0%	0%	0%	0%
		Neutral	5%	17%	0%	0%	7%	0%	5%	8%	0%
		Agree	48%	17%	20%	75%	57%	44%	53%	50%	50%
		Strongly Agree	48%	67%	80%	25%	36%	56%	42%	42%	50%
		Agree & Strongly Agree	96%	84%	100%	100%	93%	100%	95%	92%	100%
16	I am confident that I can teach all of the children in my care to recognize letter sounds.	Strongly Disagree	0%	0%	0%	0%	0%	0%	0%	0%	0%
		Disagree	2%	0%	0%	13%	0%	0%	0%	8%	0%
		Neutral	7%	0%	0%	13%	7%	11%	5%	8%	25%
		Agree	64%	67%	60%	50%	79%	56%	74%	50%	50%
		Strongly Agree	26%	33%	40%	25%	14%	33%	21%	33%	25%
		Agree & Strongly Agree	90%	100%	100%	75%	93%	89%	95%	83%	75%

#	Survey Item		All Centers	Evergreen	Fort Belnap	Great Falls HS	Great Falls Public	Hardin	Teachers	TAs	Coaches
	<i>N</i>		43	6	5	8	14	10	20	12	4
6	I am confident that I can teach all of the children in my care to recognize rhymes.	Strongly Disagree	0%	0%	0%	0%	0%	0%	0%	0%	0%
		Disagree	2%	0%	0%	0%	7%	0%	0%	8%	0%
		Neutral	21%	17%	0%	63%	14%	11%	16%	25%	25%
		Agree	48%	67%	20%	38%	57%	44%	63%	42%	50%
		Strongly Agree	29%	17%	80%	0%	21%	44%	21%	25%	25%
		Agree & Strongly Agree	77%	84%	100%	38%	78%	88%	84%	67%	75%
2	I am confident that I can help all of the children in my care develop early writing skills.	Strongly Disagree	0%	0%	0%	0%	0%	0%	0%	0%	0%
		Disagree	2%	0%	0%	13%	0%	0%	0%	8%	0%
		Neutral	19%	17%	0%	25%	36%	0%	16%	33%	25%
		Agree	43%	17%	20%	63%	43%	56%	58%	42%	0%
		Strongly Agree	36%	67%	80%	0%	21%	44%	26%	17%	75%
		Agree & Strongly Agree	79%	84%	100%	63%	64%	100%	84%	59%	75%
19	I am confident that I can teach all of the children in my care all their alphabet letters.	Strongly Disagree	2%	0%	0%	0%	0%	11%	5%	0%	0%
		Disagree	5%	17%	0%	13%	0%	0%	0%	17%	0%
		Neutral	14%	17%	0%	13%	14%	22%	11%	17%	25%
		Agree	52%	33%	80%	50%	50%	56%	58%	25%	75%
		Strongly Agree	26%	33%	20%	25%	36%	11%	26%	42%	0%
		Agree & Strongly Agree	78%	66%	100%	75%	86%	67%	84%	67%	75%
5	I am confident that I can help children whose first language is not English make significant progress in their language skills.	Strongly Disagree	5%	0%	0%	0%	14%	0%	11%	0%	0%
		Disagree	5%	0%	0%	13%	0%	11%	0%	8%	0%
		Neutral	38%	50%	20%	50%	36%	33%	37%	50%	25%
		Agree	40%	50%	40%	25%	36%	56%	37%	42%	75%
		Strongly Agree	12%	0%	40%	13%	14%	0%	16%	0%	0%
		Agree & Strongly Agree	52%	50%	80%	38%	50%	56%	53%	42%	75%

#	Survey Item		All Centers	Evergreen	Fort Belnap	Great Falls HS	Great Falls Public	Hardin	Teachers	TAs	Coaches
	<i>N</i>		43	6	5	8	14	10	20	12	4
ATTITUDES ABOUT LEARNING											
3	I enjoy learning about new ways to teach early reading and writing skills.	Strongly Disagree	0%	0%	0%	0%	0%	0%	0%	0%	0%
		Disagree	0%	0%	0%	0%	0%	0%	0%	0%	0%
		Neutral	5%	0%	0%	0%	14%	0%	11%	0%	0%
		Agree	33%	17%	60%	25%	36%	33%	42%	33%	25%
		Strongly Agree	62%	83%	40%	75%	50%	67%	47%	67%	75%
		Agree & Strongly Agree	95%	100%	100%	100%	96%	100%	89%	100%	100%
7	I am interested in learning more about how to support children's language development.	Strongly Disagree	0%	0%	0%	0%	0%	0%	0%	0%	0%
		Disagree	0%	0%	0%	0%	0%	0%	0%	0%	0%
		Neutral	14%	0%	0%	13%	21%	22%	16%	17%	25%
		Agree	40%	67%	60%	50%	36%	11%	58%	25%	25%
		Strongly Agree	45%	33%	40%	38%	43%	67%	26%	58%	50%
		Agree & Strongly Agree	85%	100%	100%	88%	79%	78%	84%	83%	75%
13	Learning new ways to support children's early reading and writing skills would be useful to me.	Strongly Disagree	0%	0%	0%	0%	0%	0%	0%	0%	0%
		Disagree	2%	0%	0%	0%	7%	0%	5%	0%	0%
		Neutral	2%	17%	0%	0%	0%	0%	0%	0%	0%
		Agree	50%	33%	60%	63%	50%	44%	68%	25%	50%
		Strongly Agree	45%	50%	40%	38%	43%	56%	26%	75%	50%
		Agree & Strongly Agree	95%	83%	100%	101%	93%	100%	94%	100%	100%
17	I would value having a better understanding of children's early language development.	Strongly Disagree	0%	0%	0%	0%	0%	0%	0%	0%	0%
		Disagree	2%	0%	0%	0%	0%	11%	5%	0%	0%
		Neutral	21%	33%	20%	25%	21%	11%	16%	17%	25%
		Agree	50%	50%	80%	63%	50%	22%	68%	33%	25%
		Strongly Agree	26%	17%	0%	13%	29%	56%	11%	50%	50%
		Agree & Strongly Agree	76%	67%	80%	76%	79%	78%	79%	83%	75%

#	Survey Item		All Centers	Evergreen	Fort Belknap	Great Falls HS	Great Falls Public	Hardin	Teachers	TAs	Coaches
N			43	6	5	8	14	10	20	12	4
4	Changing my practice to better support early language development would take a lot of time and energy.	Strongly Disagree	17%	0%	0%	25%	14%	33%	21%	17%	25%
		Disagree	45%	50%	40%	38%	64%	22%	58%	58%	0%
		Neutral	19%	33%	20%	13%	21%	11%	16%	8%	50%
		Agree	12%	17%	0%	13%	0%	33%	0%	17%	25%
		Strongly Agree	7%	0%	40%	13%	0%	0%	5%	0%	0%
		Agree & Strongly Agree	19%	17%	40%	26%	0%	33%	5%	17%	25%
18	I would have to give up things I enjoy doing in order to invest time in learning about children’s development of early reading and writing skills.	Strongly Disagree	33%	17%	0%	63%	29%	44%	42%	33%	25%
		Disagree	33%	17%	40%	25%	43%	33%	26%	42%	0%
		Neutral	26%	67%	20%	13%	21%	22%	21%	17%	75%
		Agree	7%	0%	40%	0%	7%	0%	11%	8%	0%
		Strongly Agree	0%	0%	0%	0%	0%	0%	0%	0%	0%
		Agree & Strongly Agree	7%	0%	40%	0%	7%	0%	11%	8%	0%
EFFICACY											
8	I am not very effective in keeping track of children’s early reading and writing skill development.	Strongly Disagree	29%	0%	40%	25%	21%	56%	42%	25%	25%
		Disagree	45%	67%	40%	38%	57%	22%	53%	33%	25%
		Neutral	19%	33%	0%	13%	21%	22%	5%	42%	25%
		Agree	7%	0%	20%	25%	0%	0%	0%	0%	25%
		Strongly Agree	0%	0%	0%	0%	0%	0%	0%	0%	0%
		Agree & Strongly Agree	7%	0%	20%	25%	0%	0%	0%	0%	25%
14	I don’t teach early reading and writing skills as well as I teach other skills.	Strongly Disagree	29%	67%	0%	25%	21%	33%	42%	8%	50%
		Disagree	40%	17%	60%	38%	50%	33%	37%	42%	50%
		Neutral	26%	17%	40%	38%	14%	33%	21%	33%	0%
		Agree	2%	0%	0%	0%	7%	0%	0%	8%	0%
		Strongly Agree	2%	0%	0%	0%	7%	0%	0%	8%	0%
		Agree & Strongly Agree	4%	0%	0%	0%	14%	0%	0%	16%	0%
15	I understand language concepts well enough to be effective in supporting children’s development of early reading and writing skills.	Strongly Disagree	0%	0%	0%	0%	0%	0%	0%	0%	0%
		Disagree	2%	0%	0%	0%	7%	0%	5%	0%	0%
		Neutral	7%	0%	0%	0%	14%	11%	11%	8%	0%
		Agree	69%	67%	100%	88%	64%	44%	58%	83%	75%
		Strongly Agree	21%	33%	0%	13%	14%	44%	26%	8%	25%
		Agree & Strongly Agree	90%	100%	100%	101%	78%	88%	84%	91%	100%

#	Survey Item		All Centers	Evergreen	Fort Belknap	Great Falls HS	Great Falls Public	Hardin	Teachers	TAs	Coaches
	<i>N</i>		43	6	5	8	14	10	20	12	4
10	I have the knowledge and skills to work effectively with a child who has language difficulties.	Strongly Disagree	0%	0%	0%	0%	0%	0%	0%	0%	0%
		Disagree	10%	33%	0%	0%	14%	0%	16%	0%	25%
		Neutral	26%	0%	20%	25%	36%	33%	37%	33%	0%
		Agree	45%	50%	80%	63%	29%	33%	32%	58%	50%
		Strongly Agree	19%	17%	0%	13%	21%	33%	16%	8%	25%
		Agree & Strongly Agree	64%	67%	80%	76%	50%	66%	48%	66%	75%
OTHER											
9	Being able to support children's language development is more important to me than other teaching skills.	Strongly Disagree	2%	0%	0%	13%	0%	0%	5%	0%	0%
		Disagree	29%	50%	20%	25%	36%	11%	26%	42%	25%
		Neutral	43%	50%	20%	25%	43%	67%	42%	50%	0%
		Agree	26%	0%	60%	38%	21%	22%	26%	8%	75%
		Strongly Agree	0%	0%	0%	0%	0%	0%	0%	0%	0%
		Agree & Strongly Agree	26%	0%	60%	38%	21%	22%	26%	8%	75%
12	Being a caregiver who can foster children's early reading and writing skills is important to me	Strongly Disagree	0%	0%	0%	0%	0%	0%	0%	0%	0%
		Disagree	0%	0%	0%	0%	0%	0%	0%	0%	0%
		Neutral	5%	0%	0%	0%	7%	11%	5%	8%	0%
		Agree	31%	33%	60%	38%	29%	11%	32%	33%	25%
		Strongly Agree	64%	67%	40%	63%	64%	78%	63%	58%	75%
		Agree & Strongly Agree	95%	100%	100%	101%	93%	89%	95%	91%	100%

NOTE: For a summary of MTPeL Staff demographics, see Chapter 1, Table 1-3.

APPENDIX E

Parent Reading Belief Inventory and Summary

Parent Survey and Summary

Parent Reading Belief Inventory

Listed below are several statements about parent's attitudes and beliefs. Select the answer that is closest to your feelings. Please answer each question in response to your preschool child. There are no right or wrong answers. Your own opinions are important to us.

Questions	Strongly Agree	Agree	Disagree	Strongly Disagree
1. I would like to help my child learn, but I don't know how.				
2. I am my child's most important teacher.				
3. I enjoy reading with my child.				
4. Reading helps children be better talkers and better listeners.				
5. When we read, I want my child to help me tell the story.				
6. When we read, I want my child to ask questions about the book.				
7. My child is too young to learn about reading.				
8. My child learns important life skills from books (like how to follow a cooking recipe, how to protect themselves from strangers).				
9. I don't read to my child because we have nothing to read.				
10. I don't read to my child because I have other, more important things to do as a parent.				

Parent Reading Believe Inventory Summary of Results

Questions	Strongly Agree	Agree	Disagree	Strongly Disagree
1. I would like to help my child learn, but I don't know how.				
All Centers	11% (23)	26% (55)	45% (96)	18% (38)
Evergreen	9% (2)	17% (4)	65% (15)	9% (2)
Ft Belknap	12% (10)	26% (21)	51% (42)	11% (9)
Great Falls	10% (6)	23% (14)	45% (28)	23% (14)
Hardin	13% (4)	44% (14)	25% (8)	19% (6)
Unidentified	8% (1)	15% (2)	23% (3)	54% (7)
2. I am my child's most important teacher.				
All Centers	64% (136)	33% (70)	2% (5)	1% (2)
Evergreen	67% (16)	33% (18)	0% (0)	0% (0)
Ft Belknap	58% (47)	40% (32)	1% (1)	1% (1)
Great Falls	76% (48)	24% (15)	0% (0)	0% (0)
Hardin	50% (16)	44% (14)	6% (2)	0% (0)
Unidentified	69% (9)	8% (1)	15% (2)	8% (1)
3. I enjoy reading with my child.				
All Centers	71% (152)	28% (60)	1% (1)	1% (1)
Evergreen	83% (20)	17% (4)	0% (0)	0% (0)
Ft Belknap	63% (51)	37% (30)	0% (0)	0% (0)
Great Falls	84% (54)	16% (10)	0% (0)	0% (0)
Hardin	50% (16)	47% (15)	3% (1)	0% (1)
Unidentified	85% (11)	8% (1)	0% (0)	8% (1)
4. Reading helps children be better talkers and better listeners.				
All Centers	82% (177)	17% (37)	1% (1)	0% (0)
Evergreen	83% (20)	17% (4)	0% (0)	0% (0)
Ft Belknap	82% (67)	18% (15)	0% (0)	0% (0)
Great Falls	97% (62)	3% (2)	0% (0)	0% (0)
Hardin	50% (16)	50% (16)	0% (0)	0% (0)
Unidentified	92% (12)	0% (0)	8% (1)	0% (0)
5. When we read, I want my child to help me tell the story.				
All Centers	67% (143)	32% (69)	1% (1)	1% (1)
Evergreen	75% (18)	25% (6)	0% (0)	0% (0)
Ft Belknap	67% (55)	31% (25)	1% (1)	1% (1)
Great Falls	75% (48)	25% (16)	0% (0)	0% (0)
Hardin	42% (13)	58% (18)	0% (0)	0% (0)
Unidentified	69% (9)	31% (4)	0% (0)	0% (0)

Questions	Strongly Agree	Agree	Disagree	Strongly Disagree
6. When we read, I want my child to ask questions about the book.				
All Centers	71% (151)	28% (60)	1% (2)	1% (1)
Evergreen	67% (16)	29% (7)	0% (0)	4% (1)
Ft Belknap	73% (59)	26% (21)	1% (1)	0% (0)
Great Falls	86% (55)	14% (9)	0% (0)	0% (0)
Hardin	38% (12)	63% (20)	0% (0)	0% (0)
Unidentified	69% (9)	23% (3)	8% (1)	0% (0)
7. My child is too young to learn about reading.				
All Centers	5% (10)	3% (7)	25% (54)	67% (143)
Evergreen	0% (0)	0% (0)	13% (3)	88% (21)
Ft Belknap	7% (5)	3% (2)	35% (28)	56% (45)
Great Falls	0% (0)	2% (1)	13% (8)	86% (55)
Hardin	9% (3)	13% (4)	47% (15)	31% (10)
Unidentified	8% (2)	0% (0)	0% (0)	92% (12)
8. My child learns important life skills from books (like how to follow a cooking recipe, how to protect themselves from strangers).				
All Centers	60% (128)	36% (76)	4% (9)	1% (1)
Evergreen	54% (123)	33% (8)	13% (3)	0% (0)
Ft Belknap	57% (47)	37% (30)	6% (5)	0% (0)
Great Falls	76% (48)	24% (15)	0% (0)	0% (0)
Hardin	31% (10)	63% (20)	3% (1)	3% (1)
Unidentified	77% (10)	23% (3)	0% (0)	0% (0)
9. I don't read to my child because we have nothing to read.				
All Centers	1% (2)	6% (12)	24% (51)	70% (149)
Evergreen	0% (0)	0% (0)	8% (1)	92% (22)
Ft Belknap	0% (0)	2% (2)	42% (34)	56% (46)
Great Falls	0% (0)	0% (0)	9% (6)	91% (58)
Hardin	6% (2)	31% (10)	25% (8)	38% (12)
Unidentified	0% (0)	0% (0)	8% (1)	92% (11)
10. I don't read to my child because I have other, more important things to do as a parent.				
All Centers	1% (2)	4% (9)	26% (55)	69% (149)
Evergreen	0% (0)	0% (0)	17% (4)	83% (20)
Ft Belknap	0% (0)	1% (1)	38% (31)	61% (50)
Great Falls	0% (0)	2% (1)	13% (8)	86% (55)
Hardin	3% (1)	22% (7)	34% (11)	41% (13)
Unidentified	8% (1)	0% (0)	8% (1)	85% (11)

**Montana Partnership for Early Literacy
Parent Survey—Spring 2011**

This survey asks about your experiences with the Montana Partnership for Early Literacy (MTPEL), the program in your child's preschool classroom. Your answers will help program administrators make sure the program is helping you and your child. **Your responses are completely confidential.** No one will see them except staff members at Education Northwest who are collecting this information for an evaluation of the program.

Please answer each question in response to your preschool child. There are no right or wrong answers. If you have any questions, feel free to contact Angela Roccograndi at 1-800-547-6339, extension 632.

Please return your completed survey to your child's teacher by **Friday, May 6, 2011.**

This year (September 2010-May 2011) did you....	<u>No,</u> I did not	<u>Yes,</u> and it helped me get my child ready to go to kindergarten...		
		A Little	Somewhat	A Lot
1. Regularly talk with your child's teacher at drop-off or pick-up	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Attend events at your child's preschool where you learned about the MTPEL program, Family Literacy Kits, field trips, and other activities available to you and your child	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Use a Family Literacy Kit at home with your child	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Attend field trips with your child	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

(Over)

Please answer the following questions with a “Yes” or a “No.”		Yes	No
5.	Does your child enjoy going to school?	<input type="checkbox"/>	<input type="checkbox"/>
6.	Will your child attend kindergarten in fall 2011? (If no , skip questions a to c.)	<input type="checkbox"/>	<input type="checkbox"/>
	a. Did you attend a kindergarten orientation?	<input type="checkbox"/>	<input type="checkbox"/>
	b. Did you meet your child’s kindergarten teacher?	<input type="checkbox"/>	<input type="checkbox"/>
	c. Do you think your child is ready to be successful in kindergarten?	<input type="checkbox"/>	<input type="checkbox"/>

7. What center does your child attend?

☐ Evergreen ☐ Fort Belknap ☐ Great Falls Head Start ☐ Great Falls Public ☐ Hardin

8. If you have any comments about your child’s attendance in preschool or about your participation in preschool events this year, please write them here.

Thank you for your time.

**Montana Partnership for Early Literacy
Parent Survey – Spring 2011**

This year (September 2010-May 2011) did you....	No, I did not	<u>Yes,</u> and it helped me get my child ready to go to kindergarten...		
		A Little	Somewhat	A Lot
1. Regularly talk with your child's teacher at drop-off or pick-up	8% (12)	18% (25)	33% (47)	49% (70)
Evergreen	0% (0)	8% (2)	16% (4)	76% (19)
Fort Belknap	12% (5)	16% (6)	57% (21)	27% (10)
Great Falls Head Start	7% (3)	17% (7)	26% (11)	57% (24)
Great Falls Public	13% (3)	30% (6)	30% (6)	40% (8)
Hardin	6% (1)	24% (4)	29% (5)	47% (8)
2. Attend events at your child's preschool where you learned about the MTPEL program, Family Literacy Kits, field trips, and other activities available to you and your child	21% (33)	28% (34)	29% (35)	43% (52)
Evergreen	4% (1)	8% (2)	17% (4)	75% (18)
Fort Belknap	43% (18)	46% (11)	29% (7)	25% (6)
Great Falls Head Start	15% (7)	31% (12)	33% (13)	36% (14)
Great Falls Public	23% (5)	29% (5)	24% (4)	47% (8)
Hardin	11% (2)	25% (4)	38% (6)	38% (6)
3. Use a Family Literacy Kit at home with your child	12% (18)	18% (25)	24% (33)	57% (78)
Evergreen	0% (0)	4% (1)	16% (4)	80% (20)
Fort Belknap	21% (9)	33% (11)	42% (14)	24% (8)
Great Falls Head Start	0% (0)	15% (7)	15% (7)	70% (32)
Great Falls Public	23% (5)	18% (3)	18% (3)	65% (11)
Hardin	22% (4)	21% (3)	36% (5)	43% (6)
4. Attend field trips with your child	45% (69)	30% (25)	31% (26)	39% (33)
Evergreen	20% (5)	5% (1)	30% (6)	65% (13)
Fort Belknap	64% (27)	47% (7)	33% (5)	20% (3)
Great Falls Head Start	47% (21)	42% (10)	33% (8)	25% (6)
Great Falls Public	36% (8)	43% (6)	21% (3)	36% (5)
Hardin	39% (7)	9% (1)	36% (4)	55% (6)

Please answer the following questions with a "Yes" or a "No."	No	Yes
5. Does your child enjoy going to school?	1% (2)	99% (154)
Evergreen	0% (0)	100% (25)
Fort Belknap	0% (0)	100% (43)
Great Falls Head Start	2% (1)	98% (45)
Great Falls Public	0% (0)	100% (23)
Hardin	6% (1)	94% (17)
6. Will your child attend kindergarten in fall 2011? (If no, skip questions a to c.)	42% (64)	58% (89)
Evergreen	28% (7)	72% (18)
Fort Belknap	59% (24)	42% (17)
Great Falls Head Start	47% (21)	53% (24)
Great Falls Public	17% (4)	83% (19)
Hardin	44% (8)	56% (10)
a. Did you attend a kindergarten orientation?	78% (66)	22% (19)
Evergreen	72% (13)	28% (5)
Fort Belknap	88% (14)	13% (2)
Great Falls Head Start	67% (16)	33% (8)
Great Falls Public	94% (16)	6% (1)
Hardin	70% (7)	30% (3)
b. Did you meet your child's kindergarten teacher?	85% (74)	15% (13)
Evergreen	83% (15)	17% (3)
Fort Belknap	59% (10)	41% (7)
Great Falls Head Start	100% (24)	0% (0)
Great Falls Public	94% (17)	6% (1)
Hardin	80% (8)	20% (2)
c. Do you think your child is ready to be successful in kindergarten?	6% (5)	94% (84)
Evergreen	0% (0)	100% (18)
Fort Belknap	6% (1)	94% (16)
Great Falls Head Start	4% (1)	96% (23)
Great Falls Public	5% (1)	95% (18)
Hardin	20% (2)	80% (8)
Total Respondents	100% (156)	
Evergreen	16% (25)	
Fort Belknap	28% (43)	
Great Falls Head Start	30% (46)	
Great Falls Public	15% (23)	
Hardin	12% (18)	

Parent Comments

- Absolutely the best program!
- At the beginning of school he didn't like going to school, so I didn't force him to go due to not liking the class he was in; at the start of January he went back and likes his new teachers.
- Child won 95% attendance award.
- Enjoy school; looking forward to next year
- He is ready for school but had a hard time being focused.
- Head Start has been very good for my son this year! I think it's a great program. My son and I both like his teachers.
- He's doing good.
- He's lazy; can't get up at times.
- His attendance is great. I didn't participate in too many events, only a few.
- I am a full-time student and I would hang out at her school as much as I could.
- I am very pleased with the progress that my daughter has made. Thanks [preschool name] pre-school.
- I love my teacher; she goes above and beyond.
- I really enjoyed being able to have the Family Advocate available to speak to regarding my son.
- I really enjoyed this preschool setting and it works well for [community] families.
- I think it is a wonderful program.
- I will attend a kindergarten orientation later this month. I have been very pleased and impressed with the preschool program at [preschool name]. Originally, my daughter was placed in the preschool for social reasons (she was very shy), and not only has she become more outgoing, but she has already learned so much!
- [He] had a great time at Head Start. It was a great influence on his life.
- Keep up the good work and I hope other children have the same wonderful experience that my child had.
- [Teacher] is great with our son.
- My kid really likes his teachers.
- My son loves going to school at [preschool] program. It's been the best thing for him. [Teacher] and [Teacher] were amazing teachers.
- No. Very satisfied with child's progress and pleased with [teacher].
- One in four-year-old class and one in three-year-old class. One will go to kindergarten. One will repeat three-year-old because of late Birthday--October.
- Teacher was not there for drop-off or pick-up. What is MTPEL? I am a working parent. Besides parent meetings (held once a month) there was nothing offered for working parent hours.
- Teacher not present at drop-off (7:30) or pick-up (5:30). When I would leave phone messages to her to call me regarding my child, I would not get a return call. I attended all parent meetings each month; however it was hit or miss with his teacher on how he was doing. Recently, all TVs removed from classrooms - very disappointing. When kids were through eating, then to bathroom to brush teeth, potty, they would use this time to watch learning videos - ABCs. Our son learned his ABCs faster, and identifying, than from actual teaching.

- Thank you all so very much for all you do! We appreciate you all!
- They should get more field trips for the kids; more parent involvement activities; required parent activities, as this year my spouse and I were the only parents there a few times, which is ridiculous. We love that this is available for our low income family.
- This has been a wonderful experience for [son] and myself.
- This has been the most wonderful year for my child! I could never fully express how much I love this program. The teachers are incredible and the curriculum was extensive. My son is now prepared to enter general population kindergarten and succeed! This school gave him an enthusiasm for learning. Thank you so much.
- This is an amazing program! Thank you for having it!
- This program changed our whole family's lives. Thank you for all you have done to help our son succeed. Thanks!
- This program was truly life-changing for our entire family. Our son has advanced leaps and bounds. Thank you for helping us.
- Was unaware of Family Literacy Kit; did not know attending field trips was an option.
- We haven't been here long enough.

APPENDIX F

Interview Protocols

MTPEL Director Interview

Spring 2011

Thank you so much for taking time to talk with me. As you know, this interview is part of the external evaluation of the Montana Partnership for Early Literacy (MTPEL) Early Reading First grant. Please keep in mind that your interview responses are completely confidential; nothing you say will be attached to your name. The data from our interview goes into a larger pool of data from all of the MTPEL administrative staff members so I can understand what some of the overall trends are. Before I begin, do you have any questions for me?

Date:

For each of the following MTPEL staff members, please describe their major responsibilities for the 2010-2011 preschool year, and the success and challenges in accomplishing them.

1. Rhonda/Tara
 - a. Major Responsibilities:
 - b. Successes:
 - c. Challenges:
2. Terri
 - a. Major Responsibilities:
 - b. Successes:
 - c. Challenges:
3. Center Coaches
 - a. Major Responsibilities:
 - b. Successes:
 - c. Challenges:
4. Center Directors
 - a. Major Responsibilities:
 - b. Successes:
 - c. Challenges:
5. Consultants
 - a. Major Responsibilities:
 - b. Successes:
 - c. Challenges:
6. Yourself
 - a. Major Responsibilities:
 - b. Successes:
 - c. Challenges:

For each of the following areas, please describe the goal(s) you had for the 2010-2011 preschool year, and your success and challenges in accomplishing them. Finally, what do you anticipate happening in each area in the 2011-2012 preschool year?

1. Intensity (full-time and/or full-year)
 - a. 2010-2011 Goals:
 - b. Successes:
 - c. Challenges:
 - d. 2011-2012 Plans:
2. English Language Acquisition of ELLs/American Indians (Learning for Language, Structured English Immersion/SDAIE, English Language Acquisition Coordinator to what extent is that being addressed by ERF specialists)
 - a. 2010-2011 Goals:
 - b. Successes:
 - c. Challenges:
 - d. 2011-2012 Plans:
3. Kindergarten Transition (K teachers involvement in training, communication between MTPEL and LEAs, data sharing, Family Involvement, Literacy Tool Kits, Collaborative Transition Teams/Countdown to Kindergarten)
 - a. 2010-2011 Goals:
 - b. Successes:
 - c. Challenges:
 - d. 2011-2012 Plans:
4. Community-Based Organization (Support cultural and instructional leadership at sites/centers, local school officials, PTAs, local early childhood education or intervention providers, Even Start, local and national tribal agencies, family health/Indian health agencies, and center and school libraries)
 - a. 2010-2011 Goals:
 - b. Successes:
 - c. Challenges:
 - d. 2011-2012 Plans:
5. Assessments, progress monitoring, 3-teired instruction, RTI
 - a. 2010-2011 Goals:
 - b. Successes:
 - c. Challenges:
 - d. 2011-2012 Plans:

6. Curriculum and intervention materials (OWL, LFL)
 - a. 2010-2011 Goals:
 - b. Successes:
 - c. Challenges:
 - d. 2011-2012 Plans:
7. Professional development for teachers, TAs?
 - a. 2010-2011 Goals:
 - b. Successes:
 - c. Challenges:
 - d. 2011-2012 Plans:
8. Professional development for coaches/center directors?
 - a. 2010-2011 Goals:
 - b. Successes:
 - c. Challenges:
 - d. 2011-2012 Plans: Sustainability?
9. Team building, communication with sites and consultants, and working with experts to integrate research (Mandy Smoker Broadus, Jill Allor, Frances Bessellieu, Theresa Deussen)
 - a. 2010-2011 Goals:
 - b. Successes:
 - c. Challenges:
 - d. 2011-2012 Plans:
10. What have you learned, as a state, about:
 - a. Building state and local capacity?
 - b. Building model centers?
 - c. Closing the achievement gaps of American Indian and special needs children?
11. Other areas not discussed?

Early Reading First Specialist Interview Spring 2011

Thank you so much for taking time to talk with me. As you know, this interview is part of the external evaluation of the Montana Partnership for Early Literacy (MTPEL) Early Reading First grant. Please keep in mind that your interview responses are completely confidential; nothing you say will be attached to your name. The data from our interview goes into a larger pool of data from all of the MTPEL administrative staff members so I can understand what some of the overall trends are. Before I begin, do you have any questions for me?

Staff Member Name:

Date:

For each of the following areas, please describe the goal(s) you had for the 2010-2011 preschool year, and your success and challenges in accomplishing them. Finally, what do you anticipate happening in each area in the 2011-2012 preschool year?

1. Your Role in MTPEL (ERF Specialist, Family Coordinator, English Language Specialist)
 - a. 2010-2011 Goals:
 - b. Successes:
 - c. Challenges:
 - d. 2011-2012 Plans:
2. The provision of professional development specifically to coaches and center directors (classroom walkthroughs, pre/post conferencing; OWL teacher observation form, OWL Quality Indicators, LFL TA form, coaching binder, data notebook; webinars vs Great Falls)
 - a. 2010-2011 Goals:
 - b. Successes:
 - c. Challenges:
 - d. 2011-2012 Plans:
3. The provision of professional development specifically to teachers/TAs (data, 3-tiers of instruction, differentiated instruction, CLASS/ELLCO, OWL, LFL, 1st/2nd language acquisition, portfolios, PLCs, MT colleges and universities)
 - a. 2010-2011 Goals:
 - b. Successes:
 - c. Challenges:
 - d. 2011-2012 Plans:
4. The provision of technical assistance on site (coordination between them and consultants)
 - a. 2010-2011 Goals:
 - b. Successes:
 - c. Challenges:
 - d. 2011-2012 Plans:

5. Developing culturally responsive classrooms, including involving local tribes in the development of OWL units
 - a. 2010-2011 Goals:
 - b. Successes:
 - c. Challenges:
 - d. 2011-2012 Plans:
6. Building on existing family and parent literacy programs and involving families in those
 - a. 2010-2011 Goals:
 - b. Successes:
 - c. Challenges:
 - d. 2011-2012 Plans:
7. Working with Collaborative Community Transition Teams and involving parents, preschool/elementary schools, and community organizations in the kindergarten transition
 - a. 2010-2011 Goals:
 - b. Successes:
 - c. Challenges:
 - d. 2011-2012 Plans:
8. The provision of professional development specifically to kindergarten teachers
 - a. 2010-2011 Goals:
 - b. Successes:
 - c. Challenges:
 - d. 2011-2012 Plans:
9. Sustainability
 - a. 2010-2011 Goals:
 - b. Successes:
 - c. Challenges:
 - d. 2011-2012 Plans:
10. Team building, communication with sites and consultants, and working with experts to integrate research
 - a. 2010-2011 Goals:
 - b. Successes:
 - c. Challenges:
 - d. 2011-2012 Plans:
11. Technology
 - a. 2010-2011 Goals:
 - b. Successes:
 - c. Challenges:
 - d. 2011-2012 Plans:
12. Other areas not discussed?

Assessment and Kindergarten Transition Coordinator Interview Spring 2011

Thank you so much for taking time to talk with me. As you know, this interview is part of the external evaluation of the Montana Partnership for Early Literacy (MTPEL) Early Reading First grant. Please keep in mind that your interview responses are completely confidential; nothing you say will be attached to your name. The data from our interview goes into a larger pool of data from all of the MTPEL administrative staff members so I can understand what some of the overall trends are. Before I begin, do you have any questions for me?

Staff Member Name:

Date:

For each of the following areas, please describe the goal(s) you had for the 2010-2011 preschool year, and your success and challenges in accomplishing them. Finally, what do you anticipate happening in each area in the 2011-2012 preschool year?

1. Your Role in MTPEL (Assessment Coordinator, Kindergarten Transition)
 - a. 2010-2011 Goals:
 - b. Successes:
 - c. Challenges:
 - d. 2011-2012 Plans:
2. Assessments and progress monitoring (training, administration/fidelity, management, analysis and use of PPVT, PALS, IDGI, GRTR, ELLCO and CLASS); developing local norms for IDGI, dual discrepancy model/3-tiers of instruction; MTPEL database
 - a. 2010-2011 Goals:
 - b. Successes:
 - c. Challenges:
 - d. 2011-2012 Plans:
3. Developing Collaborative Community Transition Teams and involving parents, preschool/elementary schools, and community organizations in the kindergarten transition and MTPEL professional development
 - a. 2010-2011 Goals:
 - b. Successes:
 - c. Challenges:
 - d. 2011-2012 Plans:
4. Sustainability
 - a. 2010-2011 Goals:
 - b. Successes:
 - c. Challenges:
 - d. 2011-2012 Plans:

5. Using technology
 - a. 2010-2011 Goals:
 - b. Successes:
 - c. Challenges:
 - d. 2011-2012 Plans:
6. Team building, communication with sites and consultants, and working with experts to integrate research
 - a. 2010-2011 Goals:
 - b. Successes:
 - c. Challenges:
 - d. 2011-2012 Plans:
7. Other areas not discussed?

MTPEL Coach Interview Spring 2011

Thank you so much for taking time to talk with me. As you know, this interview is part of the external evaluation of the Montana Partnership for Early Literacy (MTPEL) Early Reading First grant. Please keep in mind that your interview responses are completely confidential; nothing you say will be attached to your name or your preschool's name. The data from our interview goes into a larger pool of data from all of the MTPEL coaches so I can understand what some of the overall trends are. Before I begin, do you have any questions for me?

Coach Name:

Coach Center:

Date:

Professional Development and Technical Assistance

1. Think about the professional development you participated in this year, including the 2010 Summer Institute, the 2011 Winter Institute, and the coach and directors meetings both in Great Falls and onsite through webinars. What about these professional development opportunities do you find most helpful to you as a coach?
2. Are there any changes in this area that you think would be beneficial to you as a coach?
3. What would you like to see next year, in terms of professional development?
4. Describe some of the primary activities that you have engaged in, onsite, with Tara/Rhonda?
5. What is most beneficial about this relationship?
6. What, if anything, is challenging?
7. Describe some of the primary activities that you have engaged in, onsite, with your consultant(s)?
8. What is most beneficial about this relationship?
9. What, if anything, is challenging?

Working On-site

10. Describe some of the primary activities that you have engaged in with your center director?
11. What is most beneficial about this relationship?
12. What, if anything, is challenging?
13. Describe some of the primary activities that you have engaged in with your teachers/TAs?
14. What is most beneficial about this relationship?

15. What, if anything, is challenging?
16. What aspects of MTPEL implementation have been easiest for teachers this year (i.e, curriculum implementation (OWL/LFL); data collection, management, analysis, use; using the 3-tiered model and differentiating instruction (by age, language, special needs); creating a culturally responsive classroom; 2nd language acquisition; working with specialists; teacher portfolio)?
17. What aspects have been challenging? (i.e, curriculum implementation (OWL/LFL); data collection, management, analysis, use; using the 3-tiered model and differentiating instruction (by age, language, special needs); creating a culturally responsive classroom; 2nd language acquisition; working with specialists; teacher portfolio)?
18. What additional supports do you think teachers/TAs are most in need of?

Family Involvement

19. Describe the ways in which families were involved in MTPEL this year.
20. What benefits did families receive from participating in these activities?
21. Describe the transition activities that parents and their preschool children who will be attending kindergarten in fall 2011 participated in this spring.
22. What benefits did families receive from participating in these activities?

Other

23. Is there anything else you wanted to talk about that we have not already discussed?

Thank you for your time. Enjoy the rest of the school year and your summer break.